DOCUMENT RESUME

ED 111 850 TM 004 817

AUTHOR Fetters, William B.
TITLE National Longitudinal Study of the High School Class of 1972: Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education.
INSTITUTION National Center for Educational Statistics (DHEW/OE), Washington, D.C.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO NCES-75-208
PUB DATE 75
NOTE 127p.; For related documents, see ED 097 368, 369, 370, 371 and 372; Small print of tables may reproduce poorly
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.90)

EDRS PRICE MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS Career Planning; Comparative Analysis; *Ethnic Groups; Fathers; *Grade 12; High School Curriculum; Income; *Longitudinal Studies; National Surveys; *Parental Background; Parent Attitudes; Questionnaires; *Sex Differences; Statistics; Student Attitudes; Student Experience; Student Records; *Test Results
IDENTIFIERS *National Longitudinal Study

ABSTRACT

Document contains a comprehensive, detailed presentation of a compiled, national survey eliciting information regarding the past experiences and future plans of high school seniors. A survey was conducted by student questionnaire which ascertained student attitudes, opinions and plans for the future. A comprehensive analyses of students was also made by test results, sex, high school curriculum, ethnic category, and father's education. The survey was conducted during the spring of 1972. Participants included over 1,000 public and private schools and almost 18,000 seniors. Follow up information was gathered from these same students in the fall of 1973 and 1974. The final results of the study will supply educators with facts, patterns and trends regarding high school seniors which can also aid in improving the educational system in making it more responsive to student's needs. The appendix contains relevant portions of the survey forms used. (DEP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

TM

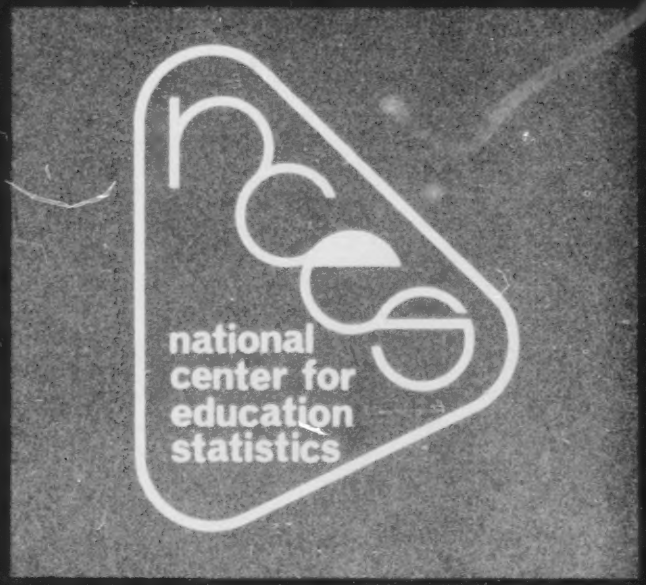
NATIONAL LONGITUDINAL STUDY

of the High School Class of 1972

Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY



U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Education Division

HIGHLIGHTS

The high school experiences, attitudes, opinions, and plans of class of 1972 seniors differed in accord with their sex, high school program, ethnic membership, and father's education. Some of the differences among subgroups estimated from a probability sample of seniors who participated in the base-year survey of the National Longitudinal Study of the High School Class of 1972 are as follows:

Sex

- Girls made higher scores than boys on all survey tests except mathematics, reported higher school grades, and spent more time on homework but less time working at jobs.
- More girls than boys participated in extracurricular activities such as debating, drama, band, or chorus, and school newspaper, magazines, or yearbook; fewer girls participated in athletics.
- Almost as many girls planned to attend college as their major activity the year after high school, but far fewer planned eventually to attend a graduate or professional school after college.
- In career choice and life work, girls placed more stress on helping others and working with people rather than on things, and gave less emphasis to supervision, money, advancement, and leadership.

High School Program

- Vocational-technical (votech) students, in contrast with academic program students, tended to be older, to come from lower socioeconomic backgrounds, belong to minority groups, live in rural or farming communities, have less contact with guidance counselors (although more indicated school counseling provided help to them), and feel they had less control over their environment.
- More votech than academic students (37 versus 21 percent) spent at least 20 hours per week working at jobs.
- Except for vocational education and hobby clubs, votech students did not participate in extracurricular activities nearly as much as academic students.
- Only 13 percent of votech seniors (versus 76 percent) planned to go to a 4-year college or university or to a graduate or professional school after college; and only 22 percent (versus 60 percent) thought they definitely had the ability to complete college.
- Of those students planning to attend college the year after high school, more votech students intended to go to a 2-year college, and more indicated that being able to live at home while attending college was a very important consideration in their college choice.

Ethnic Category

- More blacks than whites reported that at least one other person depended on them for financial support; fewer blacks worked in a paid or unpaid job during their senior year.
- More blacks than whites said they had no choice in selecting a high school program because only one program was available or because they were assigned to it, and fewer blacks reported they were in academic programs.
- More blacks were critical of their schools and more thought their schools should have placed more emphasis on basic academic subjects. Blacks also were more likely to feel that various factors (insufficient teacher help, alienation, money problems, lack of parental interest, ill health, transportation) had interfered with their high school education.
- In selecting a job or career, blacks gave more stress than whites to monetary, prestige, and leadership factors.
- As reasons for working full-time rather than con-

(Continued inside back cover)

NCES 75-208

NATIONAL LONGITUDINAL STUDY
of the High School Class of 1972

Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education

by
William B. Fetters
National Center for
Education Statistics

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, *Secretary*

Education Division
Virginia Y. Trotter, *Assistant Secretary for Education*

National Center for Education Statistics
Francis C. Nassetta, *Acting Administrator*

NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1975

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price $1.90

FOREWORD

In spring 1972, over 1,000 high schools participated in the first phase of the National Longitudinal Study of the High School Class of 1972. These schools cooperated with the National Center for Education Statistics (NCES) through its contractor, the Educational Testing Service (ETS), in gathering extensive data from and about a sample of almost 18,000 of the schools' seniors. The success of the base-year survey depended on the voluntary cooperation of these schools, and NCES and the Office of Education (USOE) are grateful for the time, energy, and resources so willingly and generously given by staffs and students during a very busy time of the school year.

Followup data will be requested from these 18,000 young adults at intervals over a projected total period of 6 to 8 years. Thus, the study will make repeated observations of the same individuals over the period when their career paths begin to emerge. By examining the relationships between their schooling and other experiences and their subsequent career choices and educational progress, we hope to provide valuable information for planners, policymakers, and educational researchers in improving the educational system and making it more responsive to students and their needs.

This report contains concise tabular summaries of student characteristics and comparative profiles of student subgroups derived from the tabular summaries. Two instruments—the Student Questionnaire and the Student Test Battery—were administered to seniors in schools that participated in the survey. The items in the Student Questionnaire deal primarily with the students' high school experiences, attitudes, opinions, and plans for the future. The Student Test Battery consists of six tests designed to measure verbal and nonverbal abilities. The tables include data for "all students" and for 12 subgroups of students formed by four classification variables: sex, high school program (3 subgroups), ethnic category (3 subgroups), and father's education (4 subgroups). Certain steps have been taken in collapsing response categories and rearranging the order of subitems within a question to make the tables concise and to make it easier for the user to spot differences in results among subgroups.

This report presents data for subgroups formed only by 1-way classifications. The reader who is interested in more detailed tabular summaries of Student Questionnaire data or estimated numbers as well as percentages is referred to a recently published 2-volume set of 4-way cross-classifications of students. 1/

The tables in these volumes also contain 1-way marginals, which may present statistics that differ slightly from those in this report by virtue of the exclusion from all marginal tables of minority groups other than blacks and students not classifiable on any one of four classifier variables.

Another publication 2/ provides participating school personnel and other concerned educators with a short summary of the National Longitudinal Study of the High School Class of 1972 and some of the results obtained in the study's base year. Indepth analysis involving first followup as well as base-year data has been initiated; results will be published in a series of reports, each with a central theme.

Because the survey was carried out late in the school year and for other reasons, some sampled schools were not able to participate in the spring 1972 survey. Followup data and partial base-year data, however, are being collected on a large number of sampled students in these schools. Since these students are being added to the files, their addition may change the statistics in some of the tables and, consequently, the results in the tables of this report are considered provisional. All citations should mention this fact.

Marjorie O. Chandler, Director
Division of Statistical Information and Studies

Elmer F. Collins, Chief
Statistical Analysis Branch

1/ Bruce W. Thompson, *National Longitudinal Study of the High School Class of 1972: Tabular Summary of Student Questionnaire Data, Vols. I and II*, Wash., D.C., U.S. Govt. Printing Off., 1974.

2/ William B. Fetters, *A Capsule Description of High School Seniors: Base-Year Survey*, Wash., D.C., U.S. Govt. Printing Off., 1974.

CONTENTS

	Page
FOREWORD	iii
INTRODUCTION	1
Background and Purpose	1
Sample Design	1
Response Rates	2
TABLE CONTENTS	3
Student Questionnaire	3
Student Test Battery	4
Student Classification Variables	4
Presentation of Results	5
QUALIFICATIONS ON USE OF DATA	6
COMPARISON WITH PREVIOUSLY PUBLISHED TABLES	6
NUMBERS OF SENIORS WITH PARTICULAR CHARACTERISTICS	7
SURVEY ERROR	8
Reliability of the Estimates	8
Standard Errors of Student Questionnaire Percentages	8
Illustrations of Use of Sampling Error Tables and Table A	10
Computation of the Standard Error of a Difference Between Two Percentages	10
Standard Errors of Test Battery Means	11
COMPARATIVE PROFILES OF HIGH SCHOOL SENIORS	12
Sex	12
High School Program	13
Ethnic Category	14
Father's Education	16
APPENDIX: RELEVANT PORTIONS OF SURVEY FORMS	75

TABLES

TEXT TABLES

A. Estimated sizes of various subpopulations	7
B. Standard errors in percentage points of estimated percentages	9
C. Sampling errors (95 chances in 100) in percentage points of estimated percentages	9

BASIC TABLES

1. Test battery formula scores	20
2. Year of birth	20
3. Student Questionnaire items 1 through 95	21

INTRODUCTION

Background and Purpose

In 1968 the National Center for Education Statistics (NCES) conducted a survey of educational policymakers and researchers to determine their specific statistical needs. The respondents expressed a need for data that would permit comparisons of student educational experiences with later outcomes. In 1969, NCES started planning for a national longitudinal survey of high school graduates—this to be the first in a series of longitudinal studies of educational effects. A representative sample of high school seniors was to be selected, traced through postsecondary experiences, including education and training, and then followed for some time after entering the job market.

In April 1970, leading educational researchers and administrators met with Federal officials in Washington, D.C., to advise NCES on plans for the survey. The resulting National Longitudinal Study of the High School Class of 1972 reflected their guidance and the interests of a number of USOE bureaus, including the Office of Planning, Budgeting, and Evaluation, the Bureau of Postsecondary Education, the Bureau of Occupational and Adult Education, the Bureau of Programs for the Handicapped, as well as of the National Center for Education Statistics. Several advisory committees provided guidance in planning and implementing the survey. Various committees were established; one was composed of research experts and representatives of various educational organizations; others were made up of officials of State education agencies; and an internal USOE users' committee represented the data needs of the various offices and bureaus of the U.S. Department of Health, Education, and Welfare (DHEW), including USOE.

Survey data-collection instruments and procedures were designed during the 1970-71 school year and tested on a small sample of seniors in spring 1971. In spring 1972, the full-scale study was initiated. Over 1,000 public and nonpublic schools and almost 18,000 seniors participated in the base-year survey. In fall 1973 and again in fall 1974 attempts were made to contact these same individuals as well as persons from sampled schools that did not participate in the base-year survey. Followup information was gathered about their activities since leaving high school and their current plans regarding education, training, and jobs. From time to time in the future, additional information will be sought from these young adults.

The unique orientation of the longitudinal approach (i.e., the concern with the lives and developmental patterns of individuals over a period of time) is essential for determining the effects of educational programs, policies, and practices. The longitudinal design permits identification of temporal sequences of changes in variables, an important step in detecting and explaining relationships among variables. Examination of the educational and occupational experiences of individuals and of the development of their aspirations, attitudes, and activities provides the broad predictive and diagnostic information needed for meaningful educational planning. The full value of the longitudinal approach will be realized only when data on the same individuals are analyzed for two or more points in time. Analysis of fall 1973 data in conjunction with spring 1972 data has begun and a series of reports, each with a central theme, is scheduled for publication later this year.

The study will (1) supply the educational community with facts on the flow of young adults through the postsecondary educational-occupational system, (2) facilitate identification of major branching or decision points that affect educational and life patterns in the immediate postsecondary period, and (3) permit tracing of linkages or path choices, estimates of the associated transition probabilities, and conclusions about the relative importance of the factors which determine these transition probabilities. These results should improve the educational system by making it more responsive to students and their needs.

Sample Design

The sample design may be described as a deeply stratified two-stage probability sample with schools as first-stage sampling units and students as second-

stage units. The population consisted of all 12th-graders enrolled during 1972 in all public and private schools in the 50 States and the District of Columbia. The first-stage sampling frame was constructed from computerized school files maintained by the Office of Education and by the National Catholic Education Association.

The school sampling frame was divided into 600 final strata based on the following variables:

- Type of control (public or nonpublic)
- Geographic region (Northeast, North Central, South, and West)
- Grade-12 enrollment (less than 300, 300 to 599, and 600 or more)
- Proximity to institutions of higher learning (3 categories)
- Percent minority group enrollment (8 categories, public schools only)
- Income level of the community (11 categories, public schools; 8 categories, Catholic schools)
- Degree of urbanization (10 categories)

The number of classes defined by a cross-tabulation of the above stratification variables is far greater than the number of classes that could in fact be utilized in the stratification. As a consequence, it was necessary to consolidate or ignore, in some instances, some of the stratification criteria through a procedure for assigning priority to the variables. The final strata involved these priority considerations, but also involved judgment in consolidating the various classes to produce strata of the desired sizes.

To increase the numbers of disadvantaged students in the sample, schools located in low-income areas and schools with high proportions of minority group enrollments were sampled at approximately twice the sampling rate used for the remaining schools. Schools in the smallest grade-12 enrollment strata (fewer than 300 seniors) were selected with probabilities proportional to their estimated numbers of senior students and without replacement. Schools in the remaining strata were selected with equal probabilities without replacement. Within each final stratum, four schools were selected initially and then two of the four were randomly selected and designated as the primary selections. The other two schools were retained as backup or substitutes, used in the sample only if one or both of the primary schools did not cooperate. Samples of 18 students per school were selected and 5 additional students were selected as alternates. The students were sampled with equal probabilities without replacement, within schools.

The study excluded schools for physically or mentally handicapped students, schools for legally confined students, and schools (such as area vocational schools) where students were also enrolled in other institutions included in the sampling frame. The study design also excluded certain categories of students, such as early graduates and adult education students.

Response Rates

Twenty-one of the primary sample of 1,200 schools were not eligible for participation for various reasons. Of the remaining 1,179 primary schools, 949 (80.5 percent) took part in the survey. Ninety-five backup schools were substituted for primary schools that could not participate. Thus, a total of 1,044 schools (87 percent of the target number of 1,200) participated. Since data collection took place late in the school year, lack of time to prepare for the survey was the most common reason given by selected schools for declining to participate. Of a targeted maximum of 18, an average of 17 students per participating school took part.

The resulting sample of 17,726 students provided varying response rates for individual data-collection forms. The Student Questionnaire was completed by 16,409 persons (93 percent), and the Student Test Battery was taken by 15,625 (88 percent). The Student Record Information Forms were filled out by survey administrators for all but 33 of the 17,726 students. 3/

In summer 1973, NCES contacted the schools that initially were unable to participate in the study. Nearly all of these "resurvey" schools, plus a small number of "augmentation" schools selected to represent schools not included in the sampling frame, provided names and addresses for random samples of 18 of their class of 1972 seniors. The substantial majority of these persons participated in the first followup survey and at that time also completed a short version of the base-year Student Questionnaire.

3/ This report does not contain any results for this form.

TABLE CONTENTS

The tables present data for each of the six components of the Student Test Battery (table 1), for one unnumbered Student Questionnaire item—year of birth (table 2), and for Student Questionnaire items 1 through 95 (table 3). The tables do not contain results for any of the three other instruments (Student Record Information Form, School Questionnaire, and Counselor Questionnaire) employed in the base-year survey.

The Student Questionnaire tables generally contain two major sections: the first section shows weighted percentages of students giving various responses to the item or subitem; the second section shows the number of students who actually answered the item or subitem. A "0.0" entry in a table body means that at least one sampled student gave the indicated response but the weighted percentage is less than 0.05 percent; a dash means that no one in the sample gave the indicated response. Where responses are mutually exclusive, the sum of the percentages does not always equal 100.0 because of rounding.

Table 1 contains four sections: weighted estimates of formula score means, standard deviation weighted estimates, standard errors of estimates of means, and the number of students who took the tests.

In all tables, results are given separately for "all students" and for each of 12 subgroups of students formed by 4 classification variables.

Student Questionnaire

The Student Questionnaire contains two unnumbered questions (sex and date of birth) and 107 numbered questions divided into the following 11 sections:

Section	Questions
A. Your high school experiences	1-16
B. Your attitudes and opinions	17-24
C. Plans for the future	25-31
D. For those planning to *work full time* the year after they leave school	32-37
E. For those planning to enter an *apprenticeship or on-the-job training program* the year after they leave high school	38-42
F. For those planning to enter *military service* during the year after they leave high school	43-49
G. For those planning to be *full-time homemakers* during the year after they leave high school	50-54
H. For those planning to take *vocational or technical courses at a trade or business school full- or part-time* during the year after they leave high school	55-64
I. For those planning to go to a *four-year college or university, junior or community college, or take college level correspondence courses* during the year after leaving high school	65-76
J. For those planning to *work part-time* during the year after leaving high school	77-80
K. For everyone	81-107

Sections A, B, C, and K were to have been answered by every student. The student's plans determined which of the other sections he or she was to have completed.

In Section K, questions 81 through 95 are primarily of a demographic nature. Questions 96 through 104 are open-ended questions about the student's planned occupation. Questions 105 through 107 provide data useful in locating the student for followup information. The results for these latter two sets of items (questions 96 through 107) are not included in the tabular summaries of this report.

Student Test Battery

Survey students were asked to take a 69-minute test battery developed by the Educational Testing Service, Princeton, New Jersey, to measure both verbal and nonverbal ability. Tests were selected on the basis of student performance in the Comparative Guidance and Placement Program (a guidance service for 2-year colleges), Project Access (a project for minority youth), and other programs and projects. The battery of six tests (their estimates of reliability ranged from .78 to .90) produced scores in these areas:

- Vocabulary (ability to understand the English language). . .15 items (5 minutes) using a synonym format
- Picture-number associations (rote memory). . . 30 items (10 minutes)
- Reading (ability to read and understand short passages of nontechnical material). . .5 passages, 20 items (15 minutes)
- Mathematics (ability to solve reasoning problems involving quantitative comparisons, but not requiring algebraic, geometric, or trigonometric skills). . .25 problems (15 minutes)
- Letter groups (ability to find general concepts in a nonverbal context). . .25 items (15 minutes)
- Mosaic comparisons (perceptual speed and accuracy). . .116 items (9 minutes)

The test scores summarized in the table are "formula scores," the number of right answers minus a correction for guessing.

Student Classification Variables

The tables contain data for "all students" and 12 subgroups of students generated by 4 classification variables:

Sex. Students identified themselves by sex in an unnumbered question in the Student Questionnaire. Only 0.80 percent of the students failed to answer this question.

Curriculum. Classification of students by high school program (academic, general, and vocational-technical) was based on item 7 of the School Record Information Form (SRIF), which was completed by survey administrators or their representatives. Responses 3 through 8 of this item were combined into the group classified as vocational-technical (VOC in the printed output). Responses labeled GEN'L (general) and ACAD (academic or college preparatory) in the output correspond to responses 1 and 2, respectively, in item 7 of the SRIF. As may be seen in the following table, there is a fairly substantial amount of disagreement between the survey administrator's classification of a student and the student's self-classification as determined from Student Questionnaire item 2:

Student's own classification	Survey administrator's classification		
	Academic	General	Vocational
Total	**100.0%**	**100.0%**	**100.0%**
Academic	78.2	19.9	7.6
General	17.7	59.5	26.2
Vocational	4.2	20.6	66.1

Ethnic Category. Ethnic category was obtained from item 84 of the Student Questionnaire. Only 2.10 percent of the students did not answer this question. Categories labeled WHITE, BLACK, and LATIN-AMER in the output correspond to responses 7 (White or Caucasian), 2 (Black or Afro-American or Negro), and 3 through 5 (Mexican-American or Chicano, Puerto Rican, and other Latin-American origin), respectively. Students who gave responses 1 (American Indian), 6 (oriental or Asian-American), or 8 (other) are not included in the ethnic category section of the summary tables due to space limitations, the heterogeneous nature of these three groups, and the small sample sizes involved (a total of only 5 percent of all survey respondents). The ethnic category self-classification of students is subject to some error, judged by the classification of the student's parents. A validity study involving acceptable questionnaires completed by parents of 391 survey students gave the following percentage distributions of results for the two indicated categories:

Student Response	Parent response		
	Yes	No	Total
White or Caucasian			
Yes	81.6	0.8	82.4
No	3.8	13.9	17.7
Total	85.4	14.7	100.0
Black or Afro-American or Negro			
Yes	10.7	0.2	10.9
No	0.1	89.0	89.1
Total	10.8	89.2	100.0

Father's Education. Father's (or male guardian's) education was obtained from item 90 of the Student Questionnaire. The nine different responses possible for this item were grouped into four categories: (1) NOT KNOWN, (2) NOT HS GRAD, (3) HS GRAD, and (4) COLL GRAD. Cases were classified as NOT KNOWN if the item was not answered or if the student marked response 1 (Doesn't apply). The category NOT HS GRAD corresponds to item 90, response 2 (Did not complete high school). HS GRAD consists of students who marked response 3 (Finished high school or equivalent), 4 (Adult education program), 5 (Business or trade school), or 6 (Some college). A case was classified as COLL GRAD if the response was 7 (Finished college, 4 years), 8 (Attended graduate or professional school, but did not attain a graduate or professional degree), or 9 (Obtained a graduate or professional degree; for example, M.A., Ph.D., or M.D.). Again, student responses are subject to some error as judged by the answers to the same item provided by the parents of 391 of the survey students. The percentage distributions of the results for three of the nine possible responses are given below.

Student response	Parent response		
	Yes	No	Total
Did not complete high school			
Yes	15.2	9.9	25.1
No	7.4	67.5	74.9
Total	22.6	77.4	100.0
Finished high school or equivalent			
Yes	22.0	9.4	31.4
No	7.9	60.7	68.6
Total	29.9	70.1	100.0
Finished college, 4 years			
Yes	7.8	2.8	10.6
No	3.4	86.0	89.4
Total	11.2	88.8	100.0

Presentation of Results.

To make the tables more concise and easier for the user to see differences among subgroups of students, two steps were taken:

1. Many multiresponse items (3, 4, 13, 14, 17, 20, 24, 26, 46, and 68) were collapsed into dichotomous form to simplify the presentation. For example, a student could have given any one of three responses to item 3: "Not important," "Somewhat important," and "Very important." The summary tables present only the weighted percentages for the response "Very important." The first two of the possible responses were collapsed into one category—the complement of the "Very important" category. In three additional cases, a response option was omitted from the calculations and the remaining options were collapsed into two groups. The response options dropped were "Don't know," "Does not apply," and "No opinion" in items 18, 19, and 21, respectively. The weighted percentages of students who gave these responses are shown in the middle section of these tables. The first section of the table for item 18, for example, shows the weighted percentage of the remaining students (i.e., those who did not mark the response "I don't know") who responded "Good" or "Excellent." In one last case (item 9), students who answered "I do not work" were simply eliminated before performing any calculations, since the questionnaire could have been formated to have nonworking students skip this question.

2. Many of the questions contain a series of related subitems and it is of interest to see the degree of stress placed on the various subitems by different groups of students. For example, item 20 asks "How important is each of the following to you in your life?" and lists 10 factors. The table lists these 10 subitems not in the order presented in the questionnaire but in descending sequence by the percentage of "all students" who answered "Very important." The user can easily spot subgroup differences by scanning down the columns for subitems that are out of descending numerical sequences. This procedure was followed for items 3, 4, 13, 14, 17, 18, 19, 20, 24, 26, 46, and 68. For item 19, two separate sequencings were performed: one for subitems 1-5 and 10-12, and one for subitems 6-9.

QUALIFICATIONS ON USE OF DATA

The results presented in the tables should be considered provisional because a number of eligible students attended schools which were not able to participate in the 1972 survey. However, a successful effort has been made to obtain data from these students, and partial data are being added to the files for several thousand students with the possible consequence of changing the statistics in some of the tables.

Approximately 3 percent of the students did not correctly follow the skip (routing) patterns of the Student Questionnaire. Therefore, for items 32 through 80 the user is cautioned that data for individual questions may not be consistent with data for earlier skip-pattern questions.

Student Questionnaire item response rates generally are very high. Of those items and subitems answered by all students, the response rate was at least 98 percent in almost 50 percent of the cases and at least 95 percent in 90 percent of the cases. In several instances, however, the item response rate was poor. The user is cautioned, in particular, to be careful in interpreting the results for the following 8 items or subitems where the response rate was less than 85 percent: all 3 subitems of question 25 (student's desired occupation and father's and mother's occupations), both subitems of question 29 (amount of education the student would like to attain and plans to attain), the second subitem of question 85 (number of "other persons" dependent on parents), the third subitem of question 90 (educational attainment of oldest brother or sister), and question 93 (parental income).

COMPARISON WITH PREVIOUSLY PUBLISHED TABLES

As already mentioned, 4/ more detailed tabular summaries of Student Questionnaire data are available in a recently published 2-volume set of 4-way cross-tabulations. These tables contain weighted numbers and weighted percentages of students cross-classified by sex, race, high school program, and father's education, as well as data classified by one variable at a time. The percentages in the present tables may differ slightly from those presented in the marginals of the 4-way cross-tabulations because of the exclusion of 2,038 students from all subgroups in the latter marginal tables: 473 students who did not identify themselves with regard to sex and/or race, and 1,565 additional students who indicated they belonged to a minority group other than black. The sex, high school program, ethnic category, and father's education subgroups of the present set of tables exclude only those students not classifiable for each variable separately (namely, 132 for sex, about 300 for high school program, and 1,188 for ethnic category). None were excluded for father's education.

4/ See footnotes 1 and 2.

NUMBERS OF SENIORS WITH PARTICULAR CHARACTERISTICS

In many cases, the user may estimate the number of seniors with the particular attributes defined by item-response options. These estimates may be derived by applying the estimated percentages in the tables of this report to the estimated population or subpopulation sizes in table A. Note that estimates of numbers of seniors with particular attributes can be found only for those subpopulations specified in table A.

Table A. Estimated sizes of various subpopulations

Subpopulation	Applicable questionnaire section(s)	Applicable question number(s)	Estimated number of seniors	Estimated pct. of total population
All seniors	**A, B, C, K**	**1-31, 81-95**	**2,953,000**	**100.0**
Seniors classified as follows:				
Male	A, B, C, K	1-31, 81-95	1,472,000	49.8
Female	"	"	1,481,000	50.2
Academic program	"	"	1,311,000	44.4
General program	"	"	929,000	31.5
Vocational or technical program	"	"	713,000	24.1
White	"	"	2,417,000	81.8
Black	"	"	279,000	9.4
Latin-American	"	"	110,000	3.7
Father's education not known	"	"	415,000	14.0
Father not a HS graduate	"	"	765,000	25.9
Father a HS graduate	"	"	1,272,000	43.1
Father a college graduate	"	"	502,000	17.0
Seniors with the following plans for the year after high school:				
Work full time	D	32-36	773,000	26.2
Work full time and not go to school	D	37	593,000	20.1
Apprenticeship or on-the-job training	E	38-41	98,000	3.3
Apprenticeship or on-the-job training and not go to school	E	42	52,000	1.8
Military service	F	43-49	107,000	3.6
Homemaking	G	50-53	87,000	2.9
Homemaking and not go to school	G	54	72,000	2.4
Trade or business school	H	55-63	397,000	13.4
Trade or business school and not work part time	H	64	156,000	5.3
Attend college	I	65-76	1,543,000	52.3
Work part time	J	77-80	375,000	12.7

SURVEY ERROR

Reliability of the Estimates

The statistics in this report are estimates derived from a sample survey. Two types of errors are possible in such estimates–sampling and nonsampling. Sampling errors occur because observations are made only on a sample, not on the entire population. Nonsampling errors can be attributed to many sources: inability to obtain information about all cases in the sample, definitional difficulties, differences in the interpretation of questions, respondents' inability or unwillingness to provide correct information, mistakes in recording or coding data, and other errors of collection, response, processing, coverage, and estimation for missing data. Nonsampling errors also occur in complete censuses. 5/ The accuracy of a survey result is determined by the joint effects of sampling and nonsampling errors.

The particular sample used in this survey is one of a large number of possible samples of the same size that could have been selected, using the same sample design. Estimates derived from the different samples would differ from each other. The deviation of a sample estimate from the average of all possible samples is called the sampling error. The standard error of a survey estimate is a measure of the variation among the estimates from the possible samples and thus is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

As calculated for this report, the standard error also partially measures the effect of nonsampling errors but does not measure any systematic biases in the data. Bias is the difference, averaged over all possible samples, between the estimate and the true value. Obviously, the accuracy of a survey result depends upon both the sampling and nonsampling errors, measured by the standard error, and the bias and other types of nonsampling error, not measured by the standard error.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples.

To illustrate: if all possible samples were selected, each was surveyed under essentially the same conditions, and an estimate and its estimated standard error were calculated from each sample, then–

- approximately two-thirds of the intervals from 1 standard error below the estimate to 1 standard error above the estimate would include the average value of all possible samples (an interval from 1 standard error below the estimate to 1 standard error above the estimate is called a two-thirds confidence interval);
- approximately 95 percent of the intervals from 2 standard errors below the estimate to 2 standard errors above the estimate would include the average value of all possible samples (an interval from 2 standard errors below the estimate to 2 standard errors above the estimate is called a 95-percent confidence interval);
- almost all intervals from 3 standard errors below the sample estimate to 3 standard errors above the sample estimate would include the average value of all possible samples.

The closeness of these approximations depends on the closeness of the actual distribution of the statistic to the normal distribution. In the case of sample percentages, the normal approximation is satisfactory except for small samples and extreme percentage values.

Thus, for a particular sample, one can say with specified confidence that the average of all possible samples is included in the constructed interval.

Standard Errors of Student Questionnaire Percentages

The standard errors shown in table B are generalized and approximate values. About one-half of the Stu-

5/ Information on the magnitudes of nonresponse bias and other types of nonsampling errors is given in an unpublished document: Thomas F. Hilton, *et al.*, "Final Report–The Base-Year Survey of the National Longitudinal Study of the High School Class of 1972" (including its Appendix F, "Response Stability and Validity Studies"), Educational Testing Service, June 1973.

Table B. Standard errors in percentage points of estimated percentages.

No. of Responses	Estimated percentage				
	2 or 98	5 or 95	10 or 90	25 or 75	50
100	1.26	1.96	2.69	3.88	4.48
250	.81	1.25	1.72	2.48	2.86
500	.58	.89	1.23	1.77	2.05
1,000	.41	.64	.88	1.27	1.47
2,000	.29	.46	.63	.92	1.06
4,000	.21	.33	.46	.66	.77
6,000	.18	.28	.39	.56	.64
8,000	.16	.24	.34	.48	.56
12,000	.13	.21	.28	.41	.48
16,000	.12	.18	.25	.36	.42

Table C. Sampling errors (95 chances in 100) in percentage points of estimated percentages.

No. of Responses	Estimated percentage				
	2 or 98	5 or 95	10 or 90	25 or 75	50
100	------	4.42	5.88	8.26	9.46
250	1.82	2.70	3.64	5.16	6.22
500	1.26	1.88	2.56	3.64	4.20
1,000	.87	1.33	1.81	2.59	2.99
2,000	.60	.94	1.28	1.86	2.14
4,000	.43	.67	.93	1.33	1.55
6,000	.37	.57	.79	1.13	1.29
12,000	.26	.42	.56	.82	.96
16,000	.24	.36	.50	.72	.84

dent Questionnaire percentages have larger standard errors than the values tabled and one-half have lower values. The user who wants safer or conservative estimates of standard errors may multiply the table value by 1.10. This 10 percent increase will be sufficient to include the actual standard errors of at least 75 percent of the Student Questionnaire percentages.

Table C contains sampling error values in terms of the 95-percent confidence level. 6/ For the typical Student Questionnaire variable, the chances are 95 in 100 that an estimate from the sample would differ from the result of a complete survey by less than the tabled value. (Again, since this is a generalized table; the user who wants to be conservative should increase the tabled value by about 10 percent.)

When using tables B and C, the appropriate "No. of responses" figures may be found in the "Number of students answering questions" lines of tables 2 and 3 of this report. 7/

6/ The table shows values of $2se(p) + 50/n$. (The second term is a correction for continuity.) The values are normal distribution approximations to the half-width of 95-percent confidence intervals. The approximations are quite accurate except for entries in the upper left-hand corner; i.e., in cases where n is 1000 or less and p is less than 10 percent or greater than 90 percent.

7/ There are 4 exceptions: Student Questionnaire items 9, 18, 19 and 21. In these cases, the percentages were calculated on a reduced base number of answers, which may be derived by subtracting the number of students who marked such answers as "Don't know" or "No opinion" from the total number who answered the question.

Illustrations of Use of Sampling Error Tables and Table A

Sampling errors for values within the ranges of tables B and C may be approximated by linear interpolation. It may be necessary to interpolate for both the estimated percentage and the base of the estimated percentage. For example, suppose we have an estimate of 15 percent on a base of 5,000 students answering a question. Interpolation in table B between 10 percent and 25 percent for a sample of 4,000 yields a standard error of 0.53 percent; interpolation between the same percentage values for a sample of 6,000 yields a standard error of 0.45 percent. Now interpolating between the bases of 4,000 and 6,000, we get a standard error of 0.49 percent for a base of 5,000.

Table 3, Q31 reveals that 16,132 seniors answered the question about their planned major activity the year after high school. An estimated 33.6 percent planned to go to a 4-year college or university. Table B shows the standard error of an estimate of this size to be about 0.4 percentage points, and from table C we find that the 95-percent confidence interval is 32.8 percent to 34.4 percent. The estimated number of seniors planning to attend a 4-year college or university is found by multiplying the base of the percentage (2,953,000) as given in table A by the proportion .336. The product is 992,000 students.

Also from table 3, Q31 it may be seen that an estimated 34.3 percent of male seniors and 32.9 percent of female seniors planned to attend a 4-year college. The sampling errors (95 chances in 100) of these estimates, which are based on sample sizes of about 8,000 each, are shown in table C to be about 1.1 percentage points for each group. Application of these percentages (34.3 and 32.9) to the subpopulation size numbers in table A yields estimates of 505,000 males and 487,000 females planning to attend a 4-year college as their major activity the year after high school.

Table 3, Q36 indicates that, of those students planning to work full time the year after leaving high school, 23.3 percent plan also to continue their schooling part time. This percentage is based on the answers of 4,047 students. Table C shows the sampling error (95 chances in 100) of the percentage to be about 1.3 percentage points. The number of students with these plans is estimated to be 180,000 since table A indicates an estimated 773,000 seniors belonged to the subpopulation "work full time."

Table 3, Q36 also reveals that of male seniors planning to work full time, based on 1,898 responses, an estimated 26.7 percent planned to continue their schooling part time. Table C shows that the sampling error (95 chances in 100) of this percentage is about 1.9 percentage points. Since table A does not contain the subpopulation "males planning to work full time," one can not estimate from the material in this report the number of members of this subpopulation who plan to continue their education.

Computation of the Standard Error of a Difference Between Two Percentages

In the comparison of two subpopulation percentages, $d = p-p'$, the standard error of the difference may be approximated by taking the square root of the sum of squares of the standard errors of the two estimates as found in table B. This approximation will tend to be a safe or conservative one for most variables. 8/ Ninety-five percent confidence-level values may be obtained by doubling the standard error of the difference.

For example, the difference between the estimated percentages of whites and blacks planning to attend a 4-year college as their major activity the year after high school is seen from table 3, Q31 to be 1.5 percent (34.7 percent - 33.2 percent). Since these estimates are based on sample sizes of 12,264 and 2,027, respectively, their standard errors are found from table B to be 0.4 and 1.0 percentage points. The standard error of the difference is:

$$\sqrt{0.4^2 + 1.0^2} = 1.1$$

This means that the chances are two in three that the estimated difference based on samples would differ by 1.1 percentage points or less from the difference derived from complete survey figures. The 95-percent confidence interval is from -0.7 to 3.7 percent. A conclusion that the average estimate of the percentage difference, derived from all possible samples, lies within a range computed in this way would be correct for 95 percent of all possible samples.

8/ The standard error of the difference is equal to $\sqrt{\text{var}\,(p+\text{var}(p')-2\text{cov}(p,p')}$. In comparing two subclasses of students, the covariance term tends to be positive because of the positive correlation caused by the sample clustering of about 18 students per school. This positive correlation tends to reduce the standard error of the difference.

Standard Errors of Test Battery Means

Table 1 contains the approximate sampling error of each mean test score for each subpopulation classified by sex, high school program, ethnic category, and father's education. The standard errors may be read directly from this table without any need for interpolation or reference to another table.

As was the case for questionnaire percentages, a conservative estimate of the standard error of the difference between two subpopulation means may be found by taking the square root of the sum of squares of the two corresponding means. For example, the mean vocabulary formula scores for females and males are 6.44 and 6.18, respectively. The standard errors of the two means happen to have the same value, namely, .054. Thus, the standard error of the estimated difference of 0.26 points is:

$$\sqrt{.054^2 + .054^2} = 0.08.$$

The 95-percent confidence interval on the difference between sexes in vocabulary formula score means is from 0.10 to 0.42 points.

COMPARATIVE PROFILES OF HIGH SCHOOL SENIORS

Examination of the data in the tables of this report reveals many differences among the subgroups formed by a particular classification variable. The following comparative profiles point out some of the major subgroup differences.

Sex

Girls made higher scores than boys on five of the six survey tests. Their mean scores were about one-fourth standard deviation higher on three tests (picture-number, letter groups, and mosaic comparisons) and one-twentieth standard deviation higher on two tests (vocabulary and reading), but one-fourth standard deviation lower on the mathematics test. Girls also reported higher school grades; almost 60 percent said they got mostly "B" or better versus a figure of 40 percent for boys. In addition, more girls than boys (19 versus 11 percent) belonged to scholastic honorary clubs. About 44 percent of the girls, versus only 26 percent of the boys, indicated they spent at least 5 hours a week on homework. On the other hand, fewer girls than boys (21 versus 36 percent) reported they spent over 20 hours per week working at jobs.

More girls reported they were in a vocational or technical high school program (28 versus 20 percent), with a very high concentration in the business or office occupations area (21 versus 3 percent) and a low concentration in the trade or industrial occupations area (1 versus 11 percent). Although fewer girls than boys (40 versus 45 percent) indicated they were enrolled in academic programs, almost as many (49 versus 50 percent) planned to attend college as their major activity the year after high school. Far fewer (9 versus 17 percent), however, said they planned to go to a graduate or professional school after college. 9/ These figures corresponded almost exactly with the percentages of girls and boys who indicated their fathers and mothers wanted them to attend graduate schools. Of those seniors planning to take college courses the year after high school, more girls planned to enter the study fields of health-related careers (19 versus 4 percent), education (17 versus 6 percent), English or foreign languages (7 versus 2 percent), and art (6 versus 3 percent); but fewer chose to enter engineering or architecture (0.5 versus 14 percent), agriculture (0.6 versus 5 percent), business (10 versus 16 percent), and biological sciences (7 versus 12 percent).

With regard to high school activities, more girls participated in such activities as (a) cheerleader (29 versus 5 percent), (b) debating, drama, band, or chorus (39 versus 27 percent), (c) school newspaper, magazine, yearbook, or annual (26 versus 15 percent), (d) school subject-matter clubs (31 versus 20 percent), and (e) vocational education clubs (29 versus 16 percent). Fewer girls, however, participated in athletic activities (31 versus 58 percent) or hobby clubs (13 versus 24 percent). About the same number of girls as boys indicated their counselors encouraged them to go to college or to a vocational, technical, business, or trade school; but more girls (19 versus 13 percent) said their counselors encouraged them to get a job immediately after high school and fewer (12 versus 18 percent) indicated counselor encouragement to enter an apprenticeship or on-the-job training program. Fewer girls than boys indicated the following interfered with their high school education: (a) poor study habits (49 versus 65 percent), (b) difficulty in adjusting to school routine (20 versus 29 percent), and (c) time taken by job (16 versus 22 percent).

Girls, when asked to mark whether various factors were very important in career choice and life work, gave relatively more stress to opportunities to be helpful to others and useful to society (64 versus 42 percent), opportunities to work with people rather than things (62 versus 36 percent), work that seems important and interesting (82 versus 75 percent), and meeting and working with friendly, sociable people (67 versus 47 percent); but they gave less emphasis to job prestige (22 versus 29 percent), freedom from supervision (18 versus 29 percent), making a lot of money (16 versus 28 percent), good income to start

9/ Some caution should be used with regard to these statistics because of the low item-response rate (75 percent) for this question.

(27 versus 36 percent), chance to be a leader (10 versus 22 percent), and opportunity for promotion and advancement (35 versus 48 percent). There were very striking sex differences in occupational preferences. 10/ More girls preferred going into the following areas: clerical (26 versus 2 percent), professional (48 versus 41 percent), and service (7 versus 2 percent); fewer girls said they would like to be craftsmen (1 versus 16 percent), laborers (0.3 versus 5 percent), managers or proprietors (2 versus 8 percent), operatives (1 versus 4 percent), protective service workers (0.4 versus 4 percent), or technicians (5 versus 9 percent).

Of those seniors who planned to work full time the year after high school, girls differed from boys in reasons cited for not continuing their education. More girls said their plans did not require more schooling (54 versus 40 percent) and that they planned to be married (48 versus 31 percent), while fewer replied they didn't like school (25 versus 33 percent) or cited their poor grades or poor college entrance test scores (15 versus 24 percent).

High School Program

Vocational-technical and general program students, when contrasted with academic students, tended to look relatively similar with regard to many of the characteristics measured in this study. Hence, we shall simplify this presentation of relative profiles by making only one of three possible comparisons of program subgroups: namely, academic versus "votech" (vocational or technical).

Votech students were older than academic students: twice as many (28 versus 14 percent) were born prior to 1954. The parents of votech students had lower annual incomes: 39 percent of the votech students (versus 18 percent) thought the income was less than $7,500. 11/ Votech fathers had less formal education than fathers of academic students (42 versus 19 percent did not complete high school). More votech students belonged to minority groups (21 versus 12 percent). Almost 30 percent of votech students (versus 16 percent of the academic) lived in rural or farming communities. On the other hand, 11 percent of the academic students (versus only 3 percent of the votech) lived in a suburb of a very large city.

The mean scores of votech students in survey tests varied from ½ standard deviation lower on the picture-number and mosaic comparisons tests to over 1 standard deviation lower on the mathematics test than those for academic students. Only 36 percent of votech students (versus 69 percent) reported they had a high school grade average of "B" or better. Only 27 percent of the votech students (versus 46 percent) spent at least 5 hours a week on homework; however, 37 percent (versus 21 percent) said they spent at least 20 hours a week working at jobs. Votech students with jobs tended to work mostly during the week while academic students worked mostly during weekends. Votech students were much more likely to feel their jobs were related to their studies (33 versus 11 percent) and that the job led to work they would like to do in the future (47 versus 26 percent).

Except for vocational education and hobby clubs, votech students did not participate in high school extracurricular activities nearly as much as academic students. This was true for athletics (32 versus 53 percent); cheerleaders and similar activities (15 versus 20 percent); debating, drama, band, or chorus (22 versus 39 percent); scholastic honorary clubs (7 versus 25 percent); school newspaper, annual, or yearbook (15 versus 25 percent); school subject-matter clubs (23 versus 30 percent); and student council, government, or political clubs (12 versus 27 percent).

Relatively more votech than academic students indicated fairly often or frequent use in their senior courses of teaching machines or computer-assisted instruction (21 versus 8 percent) and that they had gone on field trips (14 versus 9 percent); fewer, however, reported "Listening to the teacher's lecture" (77 versus 88 percent); "Writing essays, themes, poetry, or short stories" (54 versus 72 percent); "Participating in student-centered discussions" (53 versus 65 percent); and "Working on a project or in a laboratory" (42 versus 57 percent). Votech students indicated to a greater extent that various factors interfered with their high school education. The two greatest disparities were in lack of parental interest (30 versus 13 percent) and worry over money problems (36 versus 23 percent).

Votech students had less contact with guidance counselors, but reported greater help from school counseling. Only 17 percent (versus 30 percent) said they often discussed their post-high school plans

---

10/ Some caution should be used with regard to these statistics because of the low item-response rate (75 percent) for this question.

11/ Some caution should be exercised regarding these statistics because only 78 percent of the students answered this question.

with guidance counselors; but 58 percent (versus 45 percent) said school provided them with counseling that helped get a better idea of themselves and their relation with other people and 55 percent (versus 27 percent) indicated their school provided counseling that would help them find employment. Relatively more votech than academic students reported their teachers or counselors had encouraged them to go to a vocational, technical, business, or trade school (53 versus 14 percent); enter an apprenticeship or on-the-job training program (26 versus 5 percent); enter the military service (8 versus 4 percent); and get a job immediately after high school (30 versus 6 percent). Fewer (49 versus 79 percent) indicated encouragement to go to college.

Votech students, relative to academic students, felt they had little control over their environment. About twice the percentage of votech students gave affirmative response to each of the following four statements: "Good luck is more important than hard work for success," "Everytime I try to get ahead, something or somebody stops me," "Planning only makes a person unhappy since plans hardly work out anyway," and "People who accept their condition in life are happier than those who try to change things." When asked to mark whether various factors were very important in their lives and career choices, votech students gave more stress to such factors as being able to find steady work (84 versus 72 percent), being able to give their children better opportunities than they had had (73 versus 59 percent), and making a lot of money (26 versus 17 percent).

Relatively more votech than academic students said they would like to do the following kinds of work: 12/ clerical (36 versus 6 percent), craftsman (15 versus 3 percent), laborer (4 versus 1 percent), operative (4 versus 1 percent), and service worker (6 versus 2 percent). Fewer indicated they would like to go into professional careers (14 versus 66 percent).

Only 13 percent of votech students (versus 76 percent of academic students) indicated they planned to go to a 4-year college or university or to a graduate or professional school after college. 12/ About 47 percent of votech students (versus 9 percent) indicated that working full time would be their major activity the year after college. Only 22 percent of votech students (versus 63 percent) had decided prior to grade 10 whether they would attend college. Only 22 percent (versus 60 percent) thought they definitely had the ability to complete college.

Of those students planning to attend college the year after high school, more votech students indicated that being able to live at home and attend college (34 versus 19 percent) and being able to return home frequently because of nearness of college (26 versus 16 percent) were very important considerations in selecting their college, while fewer (34 versus 47 percent) thought the academic reputation of the college was a very important selection factor. More vocational students (59 versus 21 percent) with college plans intended to go to a 2-year college. About 43 percent (versus 24 percent) thought it would cost less than $1,000 to attend college the first year. More votech students planned to pay for college costs from earnings while taking courses (67 versus 51 percent), while fewer expected to get money from their parents (66 versus 82 percent) or from a private scholarship or grant (12 versus 25 percent). Relatively more votech students indicated business (30 versus 10 percent) and vocational or technical (11 versus 2 percent) field-of-study choices; fewer planned to go into biological sciences (3 versus 12 percent) and social sciences (9 versus 18 percent).

Ethnic Category

Three pair-wise comparisons are possible since the tables provide data for three racial-ethnic subgroups. We shall present here only one of the three relative statistical profiles; namely, that for blacks, the largest minority group, versus whites.

More blacks than whites (24 versus 6 percent) reported that at least one other person depended on them for financial support. Their fathers were more poorly educated (46 versus 26 percent did not finish high school) and the income of their parents was smaller (64 versus 22 percent had incomes less than $7,500 per year). 13/ Black students had fewer educational items in their homes: magazines (88 versus 93 percent), encyclopedia or other reference books (80 versus 91 percent), daily newspaper (79 versus 92 percent), and typewriter (62 versus 84 percent). They also had fewer material possessions, such as two or more cars or trucks that run (47 versus 79 percent), color television (44 versus 65 percent), and

12/ Some caution should be used with regard to these statistics because of the low item-response rate of about 75 percent.

13/ Some caution should be used regarding the income statistics since only 78 percent of the students answered this question.

electric dishwasher (10 versus 42 percent).

The mean survey test scores of blacks were roughly 1 standard deviation lower than those for whites in five of six cases and about 2/3 of a standard deviation lower in the other case (picture-number associations). Blacks reported lower school grades; only 34 percent (versus 52 percent) indicated a "B" or better average. More blacks (40 versus 34 percent) indicated they spent at least 5 hours per week on homework. Fewer blacks (64 versus 78 percent) worked in a paid or unpaid job during their senior year. More blacks tended to participate in all types of extracurricular activities, except for honorary clubs.

Relatively more blacks reported they were in vocational or technical programs (34 versus 22 percent), and fewer said they were in academic programs (33 versus 45 percent). More blacks said they had no choice in selecting a high school program because only one program was available at their schools (9 versus 3 percent) or because they were assigned to it (10 versus 3 percent). More blacks participated in special high school programs, especially the Neighborhood Youth Corps (31 versus 4 percent), Talent Search (7 versus 1 percent), and Upward Bound (4 versus 0.4 percent).

More black students indicated that their guidance counselor usually had the information they needed (85 versus 80 percent), more replied that they often discussed post-high school plans with a guidance counselor (27 versus 22 percent), and more reported their teachers or counselors had tried to influence them to go into each of the following areas: college (75 versus 65 percent); vocational, technical, business, or trade school (43 versus 30 percent); apprenticeship or on-the-job training program (24 versus 13 percent); military service (10 versus 6 percent); and job immediately after high school (26 versus 14 percent). Of those students who thought the statement applied, more blacks believed their school provided them with counseling that would help them find employment (56 versus 36 percent) and help them get a better idea of themselves and their relations with other people (63 versus 48 percent). Blacks, however, generally were more critical of their schools. More thought the school should have placed more emphasis on basic academic subjects (69 versus 48 percent). Fewer black seniors rated their school good or excellent in the following aspects: reputation in the community (61 versus 77 percent), condition of buildings and classrooms (53 versus 71 percent), and extracurricular facilities (47 versus 60 percent). Blacks were more likely than whites to indicate that each of the following factors interfered somewhat or a great deal with their high school education: teachers don't help them enough (62 versus 47 percent), don't feel part of the school (49 versus 36 percent), worry over money problems (43 versus 27 percent), parents aren't interested in their education (43 versus 19 percent), ill health (22 versus 10 percent), and transportation to school (23 versus 10 percent).

Blacks felt they had less control over their environment. For example, more thought that "Good luck is more important than hard work for success" (18 versus 8 percent) and more agreed that "Everytime I try to get ahead, something or somebody stops me" (31 versus 19 percent). In selecting a job or career more blacks than whites thought the following were very important: having a position that is looked up to by others (41 versus 23 percent), making a lot of money (40 versus 20 percent), and the chance to be a leader (27 versus 14 percent). A higher proportion of blacks reported they would like to go into clerical occupations (26 versus 14 percent), but a lower proportion wanted to become craftsmen (4 versus 8 percent) or professionals (39 versus 45 percent). 14/

Only 43 percent of black seniors (versus 52 percent) planned to attend college as their major activity the year after high school. More blacks (25 versus 17 percent) were still undecided, however, about whether they would go to college. Of those seniors who indicated they intended to work full time as their major activity the year after high school, relatively more blacks gave reasons such as the following for not continuing their education: need to earn money before being able to pay for further schooling (48 versus 32 percent), need to earn money to support family (34 versus 12 percent), and lack of a school within commuting distance (11 versus 3 percent).

Of those planning to go to college the year after high school, more blacks intended to attend a 4-year college or university (73 versus 65 percent) and fewer a 2-year college (23 versus 31 percent). 15/ Fewer blacks than whites with college plans (54 versus 73 percent) indicated they had already been accepted by a college or university. Availability of financial aid was marked by many more blacks (64 versus 24

14/ Some care should be used regarding these statistics since only 75 percent of the students answered the question.

15/ About 4 percent had not yet decided between 2- and 4-year colleges.

percent) as being a very important reason in choosing the college they plan to attend. College admission standards (39 versus 20 percent) and college expenses (56 versus 38 percent) also were cited relatively often as being very important. Fewer blacks than whites (21 versus 29 percent), however, thought their first year's college costs would be under $1,000. Fewer blacks expected to pay for college expenses with their savings or summer earnings (77 versus 85 percent) or money from their parents (67 versus 80 percent); more planned to use various scholarship, loan, and other financial assistance programs.

Father's Education

The "Not known" subgroup consisted of students who gave the answer "Doesn't apply" plus those who failed to mark any response to the father's education question. Although this subgroup occupied an extreme position in student characteristics, we shall employ the "NOT HS GRAD" and "COLL GRAD" subgroups in the relative profile so that there will be no ambiguity regarding composition of the subgroups compared. Although father's education is only one component of socioeconomic status (SES), to simplify the presentation we shall refer to students whose fathers did not graduate from high school as "low-SES" students and students whose fathers graduated from college as "high-SES" students.

Low-SES seniors tended to be older than high-SES seniors. About 26 versus 14 percent were born before 1954. More low-SES students were black (12 versus 2 percent) and more belonged to other minority groups (11 versus 5 percent). About 69 percent of the low-SES students (versus 17 percent) reported a parental income of under $10,500 per year. 16/ Low-SES students had fewer educational items in the home: magazines (87 versus 97 percent), encyclopedia or other reference books (84 versus 95 percent), daily newspaper (82 versus 96 percent), and typewriter (74 versus 92 percent). Fewer had a specific place to study at home (54 versus 74 percent); and fewer low-SES students came from homes with the following material possessions: two or more cars or trucks that run (69 versus 84 percent), tape recorder or cassette player (63 versus 78 percent), color television (55 versus 66 percent), and electric dishwasher (20 versus 70 percent). More low-SES students lived in a rural or farming community (32 versus 10 percent) and fewer lived in a suburb of a large or very large city (10 versus 30 percent).

On survey tests, low-SES students scored an average of between one-third of a standard deviation lower (picture-number associations and mosaic) and three-fourths of a standard deviation lower (vocabulary, reading, and mathematics) than high-SES students. Fewer low-SES students (45 versus 64 percent) reported a high school grade average of "B" or better; and fewer (33 versus 41 percent) spent at least 5 hours a week on homework. More low-SES students (30 versus 21 percent) spent over 20 hours per week working on a job. Except for vocational education clubs, low-SES students participated less in extracurricular activities—especially in athletics (39 versus 51 percent); debating, drama, band, and chorus (30 versus 40 percent); honorary clubs (12 versus 23 percent), and student council, student government, and political clubs (15 versus 28 percent).

Relatively more low-SES students reported they were in vocational or technical programs (33 versus 9 percent) and general programs (37 versus 24 percent); fewer were in academic programs (30 versus 67 percent). At least twice as many low-SES students indicated they participated in most high school special education programs such as Co-op Program (10 versus 4 percent), Vocational Education Work-Study Program (13 versus 5 percent), Neighborhood Youth Corps (10 versus 3 percent), and Upward Bound (1.2 versus 0.5 percent).

When asked who had influenced their post-high school plans a great deal, fewer low-SES students indicated "themselves" (90 versus 95 percent) and their parents (41 versus 50 percent). Slightly more (10 versus 6 percent) indicated a guidance counselor had had a great deal of influence. More low-SES students reported receiving encouragement from their teachers or counselors to go into all areas except college: vocational, technical, business, or trade school (40 versus 14 percent); apprenticeship or on-the-job training (18 versus 5 percent); military service (7 versus 4 percent); and job immediately after high school (20 versus 7 percent). Of those persons who expressed an opinion, more low-SES students agreed that their school had provided them with counseling that would help them find employment (45 versus 24 percent) and that helped them get a better idea of themselves and their relation with other people (57 versus 41 percent). More low- than high-SES students reported that the following things had interfered somewhat or a great deal with their high school edu-

16/ Some caution should be used with regard to these statistics since only 78 percent of the students answered the question.

cation; worry over money problems (36 versus 18 percent), lack of parental interest (27 versus 11 percent), courses that were too hard (44 versus 34 percent), family obligations (30 versus 19 percent), and lack of a good place to study at home (27 versus 18 percent); but fewer cited poor teaching (47 versus 55 percent).

Low-SES students revealed a poorer sense of control over their environments: more agreed with such statements as "Every time I try to get ahead, something or someone stops me" (24 versus 13 percent) and "People who accept their condition in life are happier than those who try to change things" (39 versus 25 percent). More low-SES students indicated that the following two things are very important in their lives: "Being able to give my children better opportunities than I've had" (74 versus 50 percent) and "Being able to find steady work" (82 versus 67 percent). More low- than high-SES seniors said they would like to do clerical work (20 versus 6 percent), service work (6 versus 3 percent), or become craftsmen (10 versus 4 percent); fewer said they would like to enter professional occupations (33 versus 65 percent). 17/ More low- than high-SES seniors replied that the following activities would take the largest share of their time the year after high school: working full time (35 versus 9 percent), taking vocational or technical courses at a trade or business school (12 versus 4 percent), military service (5 versus 2 percent), homemaking full time (4 versus 1 percent), and apprenticeship or on-the-job training program (3 versus 1 percent); fewer planned to go to college (35 versus 77 percent). The latter pair of figures corresponded closely with the students' report of how much schooling they thought their parents wanted them to get: averaging the information for mothers and fathers, 34 percent of the low-SES students (versus 76 percent) indicated their parents wanted them to go to a 4-year college or to graduate school afterwards.

Low-SES students made up their minds about whether to attend college later than high-SES students: 45 versus 26 percent decided during the last 3 years of high school and more (23 versus 9 percent) were still undecided late in their senior year. Fewer low-SES seniors thought they definitely had the ability to complete college (33 versus 62 percent).

Of those students planning to go to college the year after high school, fewer low-SES students had been accepted by a college (66 versus 80 percent). More low-SES students planned to go to a 2-year college (38 versus 18 percent) and more thought the first-year cost would be under $1,000 (34 versus 20 percent). More low-SES students indicated the following were very important considerations in their choice of college: availability of financial aid (40 versus 19 percent), college expenses (48 versus 31 percent), and being able to live at home while attending college (28 versus 14 percent). Fewer stressed the reputation of the college in academic areas (38 versus 49 percent). Fewer low-SES students planned to rely on their parents to help pay for college (64 versus 90 percent); more expected to use earnings while taking the course (61 versus 45 percent) and to get money from various loan and financial aid programs. More low-SES students planned to work over 10 hours a week while taking courses (23 versus 14 percent), and fewer planned to attend regular classes full time (76 versus 86 percent).

17/ Some caution should be used with regard to these statistics since only 75 percent of the students answered the question.

BASIC TABLES

Table 1. Test battery formula scores

Test	All students	Sex		High school program			Ethnic category			Father's education			
		Male	Female	Acad	Gen'l	Voc	White	Black	Latin-Amer	Not known	Not HS Grad	HS Grad	Coll Grad
WEIGHTED ESTIMATES OF MEANS:													
Vocabulary	6.31	6.18	6.44	8.41	4.73	4.51	6.89	2.97	3.51	3.59	5.34	6.80	8.72
Picture-number	17.00	15.97	18.06	19.51	14.94	15.10	17.80	12.38	14.72	12.97	16.52	17.76	19.02
Reading	9.65	9.54	9.78	12.24	7.78	7.33	10.41	5.66	6.01	5.78	8.74	10.33	12.42
Letter groups	16.18	15.55	16.84	18.85	14.02	14.10	17.08	11.28	12.18	11.32	15.51	17.14	18.69
Mathematics	12.72	13.64	11.84	17.26	9.46	8.68	13.86	6.35	7.72	8.97	11.15	13.72	16.90
Mosaic comparisons	45.64	43.83	47.47	49.76	42.35	42.25	47.52	32.86	39.68	37.04	44.42	47.58	49.56
WEIGHTED ESTIMATES OF STANDARD DEVIATIONS:													
Vocabulary	4.14	4.14	4.14	3.81	3.71	3.46	4.01	3.19	3.28	3.48	3.83	3.92	3.97
Picture-number	8.07	8.02	7.98	7.45	7.95	8.04	7.86	7.76	8.14	8.06	7.96	7.87	7.59
Reading	5.06	5.08	5.01	4.22	4.77	4.54	4.76	4.46	4.56	4.69	4.75	4.66	4.47
Letter groups	5.85	6.02	5.61	4.31	6.08	5.98	5.32	6.28	6.19	6.42	5.75	5.22	4.47
Mathematics	7.34	7.37	7.19	5.84	6.54	6.00	7.77	6.47	6.97	6.43	7.02	6.85	6.22
Mosaic comparisons	16.18	16.21	15.87	14.44	17.12	15.89	15.19	17.22	17.30	17.81	15.85	15.31	14.49
STANDARD ERRORS OF ESTIMATES OF MEANS:													
Vocabulary	.041	.054	.054	.053	.058	.061	.044	.076	.124	.074	.064	.055	.084
Picture-number	.081	.105	.104	.104	.125	.141	.087	.184	.308	.172	.133	.111	.160
Reading	.051	.067	.065	.059	.075	.079	.053	.106	.173	.100	.080	.066	.094
Letter groups	.059	.079	.073	.060	.096	.105	.059	.149	.234	.137	.096	.073	.094
Mathematics	.073	.097	.094	.081	.103	.105	.077	.143	.245	.137	.118	.096	.131
Mosaic comparisons	.248	.296	.289	.275	.355	.356	.248	.486	.718	.462	.344	.293	.373
NUMBER OF STUDENTS TAKING TEST BATTERY	15,625	7,703	7,779	6,624	4,908	3,819	11,902	1,895	677	2,412	4,236	6,493	2,484

Table 2. Year of birth

Test	All students	Sex		High school program			Ethnic category			Father's education			
		Male	Female	Acad	Gen'l	Voc	White	Black	Latin-Amer	Not known	Not HS grad	HS grad	Coll grad
WEIGHTED PERCENTAGE OF STUDENTS 1/ TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1948-1950	0.1	0.1	0.1	0.0	0.1	0.2	0.1	0.3	0.6	0.3	0.1	0.1	0.0
1951	0.5	0.5	0.4	0.0	0.9	0.6	0.3	1.2	1.5	1.2	0.6	0.3	0.1
1952	2.9	4.1	1.8	1.0	4.5	4.6	2.1	5.7	10.8	7.0	4.1	1.8	0.8
1953	19.1	22.6	15.6	13.0	24.8	22.6	17.4	24.8	36.0	28.9	21.3	16.9	13.6
1954	74.5	70.4	78.6	82.1	67.7	69.8	77.5	63.6	49.4	60.6	71.8	77.9	82.2
1955	2.6	2.0	3.3	3.7	1.7	1.9	2.4	4.4	1.5	1.9	2.1	2.9	3.2
1956-1959	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.3	0.2	0.1	0.2	0.1
NUMBER OF STUDENTS ANSWERING QUESTION 1/	16,191	7,973	8,097	6,825	5,115	3,979	12,282	2,024	720	2,537	4,398	6,707	2,549

1/ Figures do not include 177 students who reported 1972 as their year of birth, 9 who reported other years after 1959, or 6 who reported years prior to 1948.

TABLE 3. STUDENT QUESTIONNAIRE ITEMS 1 THROUGH 95

QUESTION 01. WHEN DO YOU EXPECT TO GRADUATE FROM HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
I WILL LEAVE HIGH SCHOOL BEFORE I GRADUATE	0.5	0.6	0.4	0.2	0.7	0.7	0.4	1.0	0.6	0.8	0.4	0.5	0.2
NOW THROUGH JUNE 1972	97.7	96.2	98.2	99.0	95.3	96.6	97.7	94.8	93.6	94.4	97.3	97.7	97.9
JULY OR AUGUST 1972	1.6	2.2	1.0	0.6	2.6	1.9	1.4	2.7	3.0	3.2	1.4	1.2	1.4
SEPTEMBER 1972 THROUGH JANUARY 1973	0.3	0.5	0.2	0.2	0.6	0.3	0.2	0.5	1.4	0.6	0.4	0.2	0.3
FEBRUARY THROUGH JUNE 1973	0.3	0.4	0.1	0.1	0.5	0.3	0.2	0.6	0.7	0.5	0.2	0.2	0.2
AFTER JUNE 1973	0.2	0.2	0.1	0.0	0.3	0.2	0.1	0.5	0.7	0.5	0.2	0.1	0.1
NUMBER OF STUDENTS ANSWERING QUESTION	16292	8005	8157	6885	5131	3995	12364	2029	726	2546	4415	6756	2575

QUESTION 02. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR PRESENT HIGH SCHOOL PROGRAM?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
GENERAL	32.9	34.6	31.1	17.7	59.5	26.2	32.1	32.6	40.6	39.2	37.4	31.7	24.0
ACADEMIC OR COLLEGE PREPARATORY	42.9	45.3	40.5	78.2	19.9	7.6	45.4	32.9	29.3	24.2	30.0	46.0	67.4
VOCATIONAL OR TECHNICAL: AGRICULTURAL OCCUPATIONS	1.6	2.7	0.4	0.2	1.4	4.2	1.4	1.7	2.5	3.1	2.4	1.0	0.5
VOCATIONAL OR TECHNICAL: BUSINESS OR OFFICE OCCUPATIONS	12.0	3.1	20.9	2.1	9.1	34.5	11.8	14.8	11.2	14.3	16.4	11.6	4.7
VOCATIONAL OR TECHNICAL: DISTRIBUTIVE EDUCATION	2.5	2.8	2.2	0.6	2.7	5.8	2.3	3.0	4.1	3.9	3.2	2.3	1.1
VOCATIONAL OR TECHNICAL: HEALTH OCCUPATIONS	0.9	0.4	1.5	0.5	0.9	1.9	0.7	2.1	1.7	1.8	1.0	0.8	0.4
VOCATIONAL OR TECHNICAL: HOME ECONOMICS OCCUPATIONS	1.1	0.1	2.1	0.1	1.7	2.1	0.8	3.5	1.2	2.2	1.7	0.7	0.3
VOCATIONAL OR TECHNICAL: TRADE OR INDUSTRIAL OCCUPATIONS	6.0	11.0	1.2	0.7	4.8	17.6	5.5	9.2	9.4	11.3	7.8	5.0	1.7
NUMBER OF STUDENTS ANSWERING QUESTION	16177	7963	8087	6864	5093	3942	12283	2015	719	2511	4371	6725	2570

QUESTION 03. HOW IMPORTANT WAS EACH OF THE FOLLOWING IN INFLUENCING YOUR CHOICE OF YOUR PRESENT HIGH SCHOOL PROGRAM? (ALL ITEMS EXCEPT THE LAST TWO ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'VERY IMPORTANT'													
YOURSELF	88.7	86.5	91.0	91.9	85.3	87.1	89.4	88.6	86.3	82.3	88.5	89.7	91.5
YOUR PARENTS	29.3	27.1	31.6	30.6	28.7	27.8	26.2	50.3	45.1	39.4	27.3	26.3	31.8
FRIENDS YOUR OWN AGE	14.9	13.5	16.3	12.9	16.6	16.5	13.6	21.9	22.1	19.0	16.2	13.5	13.5
A GUIDANCE COUNSELOR	14.7	15.2	14.1	13.9	16.1	14.2	12.5	29.7	26.0	20.9	16.3	13.2	10.9
A TEACHER OTHER THAN A GUIDANCE COUNSELOR	9.6	9.1	10.0	8.6	10.3	10.5	8.2	18.5	16.8	13.8	10.9	9.0	5.9
AN ADULT NOT MENTIONED ABOVE	7.1	6.3	7.8	5.2	8.4	9.0	5.6	15.6	13.3	10.9	7.8	6.4	4.6
A RELATIVE OTHER THAN YOUR PARENTS	5.6	5.1	6.0	4.4	6.1	6.8	4.2	16.2	8.0	9.9	6.3	4.5	3.6
THE PRINCIPAL OR ASSISTANT PRINCIPAL	3.4	3.4	3.3	1.7	4.9	4.4	2.1	11.0	9.6	8.8	4.0	2.0	1.6
CLERGYMAN (MINISTER, PRIEST, RABBI, ETC.)	2.4	2.3	2.5	1.5	3.3	2.8	1.3	9.9	4.9	6.5	2.9	1.4	0.9
I HAD NO CHOICE; IT WAS THE ONLY PROGRAM AVAILABLE AT MY SCHOOL	3.8	4.1	3.5	2.2	6.1	3.8	3.0	9.1	8.9	7.3	4.2	2.9	2.7
I HAD NO CHOICE; I WAS ASSIGNED TO IT	4.1	4.8	3.4	2.6	6.3	4.2	3.0	10.2	10.4	8.4	4.1	3.2	3.0
NUMBER OF STUDENTS ANSWERING QUESTION													
YOURSELF	15805	7815	7862	6750	4933	3851	12101	1894	684	2404	4277	6610	2514
YOUR PARENTS	16120	7910	8083	6844	5056	3946	12288	1972	710	2476	4370	6710	2564
FRIENDS YOUR OWN AGE	15830	7777	7930	6753	4956	3854	12128	1892	691	2404	4292	6605	2529
A GUIDANCE COUNSELOR	15849	7794	7930	6774	4966	3844	12144	1883	699	2394	4296	6621	2538
A TEACHER OTHER THAN A GUIDANCE COUNSELOR	15787	7767	7896	6738	4949	3834	12110	1878	682	2392	4275	6589	2531
AN ADULT NOT MENTIONED ABOVE	15677	7708	7847	6702	4910	3800	12037	1858	677	2351	4263	6562	2501
A RELATIVE OTHER THAN YOUR PARENTS	15814	7776	7918	6751	4955	3842	12117	1889	692	2396	4288	6607	2523
THE PRINCIPAL OR ASSISTANT PRINCIPAL	15756	7745	7887	6745	4929	3819	12102	1863	685	2368	4264	6595	2529
CLERGYMAN (MINISTER, PRIEST, RABBI, ETC.)	15713	7722	7867	6733	4915	3804	12076	1851	677	2356	4255	6581	2521
I HAD NO CHOICE; IT WAS THE ONLY PROGRAM AVAILABLE AT MY SCHOOL	14945	7372	7452	6371	4677	3650	11533	1748	626	2239	4054	6268	2386
I HAD NO CHOICE; I WAS ASSIGNED TO IT	14969	7398	7452	6373	4681	3666	11538	1759	636	2248	4062	6269	2390

QUESTION 04. HOW OFTEN HAS EACH OF THE FOLLOWING BEEN USED IN THE COURSES YOU ARE TAKING THIS YEAR? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'FAIRLY OFTEN' OR 'FREQUENTLY'													
LISTENING TO THE TEACHER'S LECTURE	83.2	82.3	84.1	87.5	82.0	77.0	83.6	81.3	81.1	78.4	81.0	84.5	86.8
WRITING ESSAYS, THEMES, POETRY, OR STORIES	64.0	60.7	67.4	72.4	59.9	54.4	64.3	70.4	56.5	59.0	61.6	64.4	70.8
PARTICIPATING IN STUDENT-CENTERED DISCUSSIONS	59.6	55.7	63.5	65.2	57.0	53.1	59.9	65.2	52.6	53.8	57.4	60.3	66.0
WORKING ON A PROJECT OR IN A LABORATORY	47.6	46.9	48.2	56.[illegible]	38.4	42.4	48.2	45.8	42.1	39.0	45.7	49.0	53.4
HAVING INDIVIDUALIZED INSTRUCTION (SMALL GROUPS OR ONE-TO-ONE WITH A TEACHER)	24.1	22.6	25.7	22.4	24.2	27.1	23.0	31.5	26.7	28.2	24.4	23.5	22.0
USING TEACHING MACHINES OR COMPUTER-ASSISTED INSTRUCTION	12.4	8.8	16.0	8.4	11.3	21.0	11.7	16.9	13.7	15.4	13.1	12.2	9.6
GOING ON FIELD TRIPS	10.7	9.3	12.2	8.8	11.1	13.9	9.8	16.2	14.3	14.3	11.0	10.5	9.2
WATCHING TELEVISION LECTURES	5.7	5.4	6.1	4.5	7.0	6.1	4.6	12.8	10.3	10.8	5.8	4.6	4.2
NUMBER OF STUDENTS ANSWERING QUESTION													
LISTENING TO THE TEACHER'S LECTURE	16249	7981	8138	6878	5107	3982	12368	2000	721	2514	4402	6755	2578
WRITING ESSAYS, THEMES, POETRY, OR STORIES	16027	7874	8028	6829	5020	3909	12235	1949	699	2457	4337	6672	2561
PARTICIPATING IN STUDENT-CENTERED DISCUSSIONS	16131	7917	8085	6857	5063	3936	12310	1964	713	2466	4376	6718	2571
WORKING ON A PROJECT OR IN A LABORATORY	15989	7858	8009	6814	4997	3903	12238	1916	704	2435	4321	6676	2557
HAVING INDIVIDUALIZED INSTRUCTION (SMALL GROUPS OR ONE-TO-ONE WITH A TEACHER)	16047	7888	8032	6839	5031	3902	12268	1938	701	2457	4349	6681	2560
USING TEACHING MACHINES OR COMPUTER-ASSISTED INSTRUCTION	16018	7890	8002	6833	5014	3900	12262	1924	698	2443	4321	6696	2558
GOING ON FIELD TRIPS	16007	7867	8012	6810	5016	3912	12229	1943	697	2438	4340	6675	2554
WATCHING TELEVISION LECTURES	16143	7926	8089	6866	5057	3943	12325	1965	711	2475	4379	6718	2571

QUESTION 05. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR GRADES SO FAR IN HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
MOSTLY 'A' (A NUMERICAL AVERAGE OF 90-100)	9.2	6.2	12.3	17.3	3.0	2.8	10.4	3.0	3.7	2.6	7.1	9.6	17.0
ABOUT HALF 'A' AND HALF 'B' (85-89)	19.4	14.8	24.0	27.7	11.6	13.9	20.7	13.1	15.5	11.6	18.6	20.2	24.7
MOSTLY 'B' (80-84)	20.7	19.2	22.2	23.7	17.0	19.8	21.3	18.0	15.7	15.5	19.4	22.4	22.2
ABOUT HALF 'B' AND HALF 'C' (75-79)	28.1	30.8	25.3	22.1	32.9	32.9	26.8	35.5	35.6	34.0	28.7	28.0	22.7
MOSTLY 'C' (70-74)	14.6	17.7	11.4	7.4	21.2	19.1	13.8	18.2	17.6	20.4	16.5	13.4	9.8
ABOUT HALF 'C' AND HALF 'D' (65-69)	6.8	9.3	4.3	1.6	11.8	10.1	5.9	10.3	10.8	13.2	8.1	5.5	3.0
MOSTLY 'D' (60-64)	1.0	1.6	0.4	0.2	2.0	1.3	0.9	1.5	0.5	2.2	1.3	0.8	0.4
MOSTLY BELOW 'D' (BELOW 60)	0.2	0.3	0.1	0.0	0.5	0.1	0.1	0.3	0.6	0.6	0.2	0.1	0.1
NUMBER OF STUDENTS ANSWERING QUESTION	16302	8017	8156	6867	5150	4005	12364	2042	725	2545	4423	6765	2569

QUESTION 06. HAVE YOU EVER HEARD OF OR PARTICIPATED IN ANY OF THE FOLLOWING HIGH SCHOOL EDUCATIONAL PROGRAMS?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
COOPERATIVE VOCATIONAL EDUCATION PROGRAM (CO-OP PROGRAM)													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NEVER HEARD OF THIS PROGRAM	46.3	48.7	44.0	49.5	46.6	40.2	47.5	35.3	47.3	41.1	45.7	46.9	50.0
HAVE HEARD OF THIS PROGRAM BUT HAVE NOT PARTICIPATED	46.1	43.4	48.8	47.9	46.2	42.2	45.3	54.3	44.5	46.5	44.6	46.9	45.8
HAVE PARTICIPATED IN THIS PROGRAM	7.6	7.9	7.3	2.5	7.2	17.6	7.2	10.4	8.2	12.4	9.8	6.2	4.2
NUMBER OF STUDENTS ANSWERING QUESTION	16016	7872	8017	6836	5019	3888	12251	1923	707	2441	4341	6672	2562
HIGH SCHOOL VOCATIONAL EDUCATION WORK-STUDY PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NEVER HEARD OF THIS PROGRAM	35.7	38.2	33.3	37.6	36.7	31.3	37.3	23.5	33.0	30.0	33.9	37.4	38.4
HAVE HEARD OF THIS PROGRAM BUT HAVE NOT PARTICIPATED	54.0	51.3	56.7	59.1	52.3	46.6	53.4	59.7	55.0	52.9	53.1	53.8	56.7
HAVE PARTICIPATED IN THIS PROGRAM	10.3	10.6	10.0	3.3	11.0	22.1	9.3	16.7	12.0	17.0	13.0	8.8	4.8
NUMBER OF STUDENTS ANSWERING QUESTION	16002	7857	8019	6839	4998	3892	12251	1904	710	2426	4338	6678	2560
NEIGHBORHOOD YOUTH CORPS													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NEVER HEARD OF THIS PROGRAM	49.6	52.4	46.9	52.3	49.1	45.3	54.0	17.0	34.9	39.3	46.6	51.5	57.7
HAVE HEARD OF THIS PROGRAM BUT HAVE NOT PARTICIPATED	43.2	41.1	45.3	42.7	42.0	45.3	42.1	51.9	45.6	44.8	44.0	43.7	39.5
HAVE PARTICIPATED IN THIS PROGRAM	7.2	6.5	7.8	4.9	8.9	9.4	3.9	31.1	19.6	15.9	9.5	4.9	2.8
NUMBER OF STUDENTS ANSWERING QUESTION	15896	7789	7986	6817	4976	3834	12152	1914	697	2416	4312	6616	2552
TALENT SEARCH													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NEVER HEARD OF THIS PROGRAM	75.0	76.9	73.2	77.1	73.8	73.2	78.0	52.4	69.8	66.2	74.0	77.2	78.1
HAVE HEARD OF THIS PROGRAM BUT HAVE NOT PARTICIPATED	23.2	21.3	25.1	21.7	23.5	25.3	21.1	40.3	27.4	29.6	24.5	21.4	20.8
HAVE PARTICIPATED IN THIS PROGRAM	1.8	1.9	1.6	1.2	2.7	1.5	1.0	7.3	2.7	4.2	1.5	1.4	1.1
NUMBER OF STUDENTS ANSWERING QUESTION	15864	7777	7963	6819	4954	3820	12169	1875	693	2389	4303	6615	2557
UPWARD BOUND													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NEVER HEARD OF THIS PROGRAM	75.0	76.0	73.9	73.3	75.7	77.4	78.6	46.9	70.4	70.3	75.7	76.3	74.4
HAVE HEARD OF THIS PROGRAM BUT HAVE NOT PARTICIPATED	24.2	23.3	25.2	25.9	23.4	21.9	21.1	49.0	27.0	28.1	23.1	23.2	25.1
HAVE PARTICIPATED IN THIS PROGRAM	0.8	0.8	0.9	0.8	1.0	0.7	0.4	4.1	2.6	1.7	1.2	0.5	0.5
NUMBER OF STUDENTS ANSWERING QUESTION	15910	7800	7987	6815	4989	3837	12174	1906	695	2405	4322	6630	2553

QUESTION 07. APPROXIMATELY WHAT IS THE AVERAGE AMOUNT OF TIME YOU SPEND ON HOMEWORK A WEEK?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
WEIGHTED PERCENTAGE OF STUDENTS TOTAL		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO HOMEWORK IS EVER ASSIGNED	4.5	6.0	3.0	1.0	6.6	8.1	4.4	3.8	5.1	8.1	4.7	4.2	2.2
I HAVE HOMEWORK BUT DON'T DO IT	6.6	10.6	2.5	5.2	8.2	7.2	6.6	3.9	6.8	8.0	6.7	6.2	6.1
LESS THAN 5 HOURS A WEEK	54.1	57.4	50.7	47.5	60.0	57.9	54.5	52.3	55.6	54.9	55.6	54.4	50.4
BETWEEN 5 AND 10 HOURS A WEEK	29.4	22.3	36.5	37.0	23.0	24.2	29.2	34.7	27.2	24.8	28.5	30.0	32.9
MORE THAN 10 HOURS A WEEK	5.5	3.7	7.2	9.4	2.2	2.6	5.3	5.2	5.4	4.2	4.5	5.3	8.3
NUMBER OF STUDENTS ANSWERING QUESTION	16330	8027	8174	6887	5150	4012	12386	2046	729	2556	4428	6772	2574

QUESTION 08. ON THE AVERAGE OVER THE SCHOOL YEAR, HOW MANY HOURS PER WEEK DO YOU WORK IN A PAID OR UNPAID JOB? (EXCLUDE VACATIONS)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
WEIGHTED PERCENTAGE OF STUDENTS TOTAL		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NONE	24.1	18.9	29.3	26.0	24.2	20.5	22.3	35.9	29.4	25.8	24.6	22.3	26.1
LESS THAN 6 HOURS	11.9	10.7	13.1	13.6	11.8	8.8	11.8	13.7	12.9	10.4	10.3	12.2	14.9
6 TO 10 HOURS	12.3	11.8	12.6	13.3	12.1	10.8	12.1	13.8	12.8	12.0	12.6	11.7	13.6
11 TO 15 HOURS	9.8	9.1	10.5	11.0	8.4	9.5	10.4	6.8	7.9	8.8	9.2	10.2	10.7
16 TO 20 HOURS	13.7	13.7	13.7	14.8	12.1	13.8	14.4	9.1	10.4	11.0	13.2	14.6	14.0
21 TO 25 HOURS	10.3	11.5	9.1	9.6	10.1	11.9	11.1	6.0	6.6	9.0	10.2	11.4	8.9
26 TO 30 HOURS	7.0	8.8	5.3	5.4	7.6	9.4	7.1	5.4	6.9	8.0	7.8	7.1	5.1
MORE THAN 30 HOURS	10.9	15.4	6.4	6.4	13.7	15.4	10.7	9.4	13.1	15.0	12.1	10.5	6.7
NUMBER OF STUDENTS ANSWERING QUESTION	16307	8036	8140	6878	5144	4001	12373	2036	730	2552	4417	6764	2574

QUESTION 09. DO ANY OF THE FOLLOWING STATEMENTS DESCRIBE YOUR WORK?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
WEIGHTED PERCENTAGE OF WORKING STUDENTS WHO ANSWERED 'YES'		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
MY JOB IS RELATED TO MY STUDIES	18.4	14.4	22.7	11.3	16.1	33.3	17.0	30.0	22.8	23.0	21.9	16.8	13.7
MY JOB LEADS TO WORK I'D LIKE TO DO IN THE FUTURE	34.5	32.4	36.8	25.5	36.6	47.1	33.3	41.1	38.0	42.7	37.0	33.0	28.3
I WORK MOSTLY ON THE WEEKENDS	57.8	60.4	54.7	62.2	57.9	49.9	58.6	49.1	55.7	57.4	55.3	58.1	61.1
I WORK MOSTLY DURING THE WEEK	63.7	62.9	64.6	57.1	65.3	73.3	62.4	71.3	70.7	67.0	69.5	64.2	57.1
NUMBER OF STUDENTS ANSWERING QUESTION													
MY JOB IS RELATED TO MY STUDIES	10686	5795	5003	4632	3295	2775	8667	1033	426	1560	2949	4652	1725
MY JOB LEADS TO WORK I'D LIKE TO DO IN THE FUTURE	11088	5908	5091	4670	3366	2857	8784	1078	442	1632	2993	4724	1739
I WORK MOSTLY ON THE WEEKENDS	11097	5981	5030	4770	3371	2763	8865	1029	438	1571	2985	4756	1785
I WORK MOSTLY DURING THE WEEK	11107	5956	5062	4698	3383	2835	8816	1077	437	1609	3010	4742	1746

QUESTION 10. HAVE YOU PARTICIPATED IN ANY OF THE FOLLOWING TYPES OF ACTIVITIES, EITHER IN OR OUT OF SCHOOL THIS YEAR?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
ATHLETIC TEAMS, INTRAMURALS, LETTERMAN'S CLUB, SPORTS CLUB													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	55.5	42.3	68.8	47.2	57.2	68.0	55.5	50.3	61.5	58.9	61.0	53.7	49.0
HAVE PARTICIPATED ACTIVELY	34.5	43.1	25.8	39.5	33.3	27.5	34.7	37.4	30.4	32.1	31.3	35.6	38.4
HAVE PARTICIPATED AS A LEADER OR OFFICER	10.0	14.6	5.4	13.3	9.5	4.6	9.9	12.3	8.1	8.9	7.7	10.7	12.5
NUMBER OF STUDENTS ANSWERING QUESTION	16177	7980	8068	6856	5096	3947	12299	1952	723	2503	4393	6770	2561
CHEERLEADERS, PEP CLUB, MAJORETTES													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	82.7	94.7	71.0	80.4	84.4	84.9	82.7	79.2	85.1	85.5	84.9	80.6	82.5
HAVE PARTICIPATED ACTIVELY	13.3	4.5	22.0	14.5	12.5	12.2	13.2	17.0	10.9	11.7	12.0	14.8	13.0
HAVE PARTICIPATED AS A LEADER OR OFFICER	4.0	0.8	7.0	5.0	3.2	2.9	4.0	3.8	4.1	2.8	3.0	4.6	4.5
NUMBER OF STUDENTS ANSWERING QUESTION	15970	7783	8064	6792	5002	3899	12199	1926	708	2432	4352	6640	2546
DEBATING, DRAMA, BAND, CHORUS													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	67.1	73.4	60.9	60.7	67.4	78.3	67.3	59.5	72.3	70.5	69.6	67.2	60.0
HAVE PARTICIPATED ACTIVELY	26.6	21.2	31.8	29.6	27.5	19.6	26.4	33.3	22.8	25.3	26.1	25.7	30.4
HAVE PARTICIPATED AS A LEADER OR OFFICER	6.4	5.4	7.3	9.6	5.1	2.1	6.3	7.3	4.9	4.2	4.3	7.0	9.6
NUMBER OF STUDENTS ANSWERING QUESTION	15932	7787	8020	6774	4987	3893	12157	1937	700	2436	4316	6635	2545
HOBBY CLUBS SUCH AS PHOTOGRAPHY, MODEL BUILDING, HOT ROD, ELECTRONICS, CRAFTS													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	81.3	75.8	86.8	82.3	80.3	80.8	81.7	80.3	82.5	79.6	82.7	81.8	79.4
HAVE PARTICIPATED ACTIVELY	16.2	20.8	11.8	15.2	17.4	16.9	16.0	16.8	14.4	17.3	15.5	15.9	17.5
HAVE PARTICIPATED AS A LEADER OR OFFICER	2.4	3.4	1.4	2.5	2.3	2.3	2.3	2.9	3.2	3.1	1.8	2.3	3.0
NUMBER OF STUDENTS ANSWERING QUESTION	16013	7860	8027	6793	5031	3913	12211	1948	711	2456	4344	6662	2551
HONORARY CLUBS SUCH AS BETA CLUB OR NATIONAL HONOR SOCIETY													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	85.2	89.1	81.3	75.0	93.4	93.4	84.3	88.4	89.9	92.8	88.1	84.3	77.1
HAVE PARTICIPATED ACTIVELY	12.4	9.1	15.7	21.1	5.3	5.6	13.2	9.4	8.4	5.7	9.9	13.3	19.4
HAVE PARTICIPATED AS A LEADER OR OFFICER	2.4	1.8	3.0	3.9	1.3	1.0	2.4	2.2	1.7	1.5	2.0	2.4	3.5
NUMBER OF STUDENTS ANSWERING QUESTION	15959	7825	8010	6791	5002	3888	12197	1916	707	2431	4338	6639	2551
SCHOOL NEWSPAPER, MAGAZINE, YEARBOOK, ANNUAL													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	79.6	85.2	74.1	74.6	82.6	84.7	79.3	78.9	84.8	84.2	81.3	78.8	75.5
HAVE PARTICIPATED ACTIVELY	15.1	11.3	18.9	17.8	13.3	12.7	15.2	17.2	12.2	12.8	14.8	15.5	16.7
HAVE PARTICIPATED AS A LEADER OR OFFICER	5.2	3.5	7.0	7.6	4.1	2.5	5.5	3.9	3.1	3.0	3.9	5.7	7.8
NUMBER OF STUDENTS ANSWERING QUESTION	15958	7815	8018	6796	4997	3887	12189	1931	698	2440	4331	6640	2547

QUESTION 10. HAVE YOU PARTICIPATED IN ANY OF THE FOLLOWING TYPES OF ACTIVITIES, EITHER IN OR OUT OF SCHOOL THIS YEAR?--CONTINUED

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY				FATHER'S EDUCATION		
		MALE	FEMALE	ACAD	GENRL	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
SCHOOL SUBJECT MATTER CLUBS SUCH AS SCIENCE, HISTORY, LANGUAGE, BUSINESS, ART													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	74.2	79.5	69.0	70.5	77.2	77.1	75.0	66.9	74.4	73.6	76.2	74.4	71.2
HAVE PARTICIPATED ACTIVELY	21.7	17.3	26.1	23.9	20.4	19.7	21.0	28.9	21.0	23.2	20.7	21.5	22.8
HAVE PARTICIPATED AS A LEADER OR OFFICER	4.0	3.2	4.9	5.7	2.4	3.2	4.0	4.2	4.6	3.1	3.1	4.1	6.1
NUMBER OF STUDENTS ANSWERING QUESTION	15972	7832	8016	6802	5002	3891	12196	1934	704	2441	4332	6646	2553
STUDENT COUNCIL, STUDENT GOVERNMENT, POLITICAL CLUB													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	80.4	81.8	79.1	73.3	84.8	88.0	80.8	74.4	83.4	84.5	84.9	79.8	72.2
HAVE PARTICIPATED ACTIVELY	13.2	11.6	14.8	16.8	11.4	9.0	12.8	18.8	10.9	11.4	10.8	13.6	17.2
HAVE PARTICIPATED AS A LEADER OR OFFICER	6.4	6.6	6.1	9.9	3.9	3.0	6.3	6.8	5.8	4.1	4.3	6.6	10.6
NUMBER OF STUDENTS ANSWERING QUESTION	15892	7803	7964	6783	4972	3862	12166	1955	695	2425	4300	6617	2550
VOCATIONAL EDUCATION CLUBS SUCH AS FUTURE HOMEMAKERS, TEACHERS, FARMERS OF AMERICA, DECA, OEA, FBLA, OR VICA													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE NOT PARTICIPATED	77.0	83.5	70.6	85.6	75.9	62.7	78.1	66.9	71.9	71.8	70.4	78.3	87.8
HAVE PARTICIPATED ACTIVELY	16.9	11.8	21.8	10.2	18.2	27.5	15.9	25.3	22.8	21.1	21.6	15.6	9.4
HAVE PARTICIPATED AS A LEADER OR OFFICER	6.2	4.6	7.6	4.2	5.9	9.8	6.0	7.9	5.3	7.2	7.9	6.1	2.9
NUMBER OF STUDENTS ANSWERING QUESTION	16037	7858	8056	6793	5037	3929	12235	1950	706	2470	4358	6656	2553

QUESTION 11. DO YOU FEEL THAT YOU CAN USUALLY GET TO SEE A GUIDANCE COUNSELOR WHEN YOU WANT TO OR NEED TO?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES	83.7	85.3	82.3	84.8	82.5	83.5	84.5	80.2	82.1	81.5	83.6	83.7	85.8
NO, BUT MY SCHOOL DOES HAVE A GUIDANCE COUNSELOR	10.8	9.6	12.0	11.4	10.9	9.7	10.1	14.5	11.4	12.2	10.0	11.3	9.8
NO, MY SCHOOL DOES NOT HAVE A GUIDANCE COUNSELOR	0.7	0.5	0.9	0.5	1.1	0.8	0.7	1.4	0.4	0.9	1.3	0.5	0.3
I HAVE NEVER NEEDED TO SEE A GUIDANCE COUNSELOR	4.7	4.6	4.8	3.4	5.5	6.0	4.7	4.0	6.0	5.4	5.1	4.5	4.1
NUMBER OF STUDENTS ANSWERING QUESTION	16358	8047	8180	6893	5169	4012	12399	2048	735	2565	4437	6775	2581

QUESTION 12. DOES YOUR GUIDANCE COUNSELOR USUALLY HAVE THE INFORMATION YOU FEEL YOU NEED?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES	79.9	80.3	79.5	79.5	79.4	81.1	79.7	85.2	80.8	80.7	80.4	79.9	78.1
NO, BUT MY SCHOOL DOES HAVE A GUIDANCE COUNSELOR	13.7	13.4	13.9	16.3	13.0	10.2	13.9	8.9	12.3	11.5	12.0	14.3	16.8
NO, MY SCHOOL DOES NOT HAVE A GUIDANCE COUNSELOR	0.8	0.6	1.0	0.5	1.1	1.0	0.7	1.3	0.8	1.0	1.5	0.6	0.2
I HAVE NEVER NEEDED TO SEE A GUIDANCE COUNSELOR	5.6	5.6	5.6	3.7	6.5	7.7	5.6	4.6	6.1	6.8	6.1	5.1	5.0
NUMBER OF STUDENTS ANSWERING QUESTION	16300	8013	8157	6870	5146	4000	12363	2039	730	2557	4419	6755	2569

QUESTION 13. HOW OFTEN HAVE YOU DISCUSSED YOUR PLANS FOR AFTER HIGH SCHOOL WITH THE FOLLOWING PEOPLE?
(ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'OFTEN'													
YOUR PARENTS	76.8	72.2	81.5	83.4	71.7	71.9	78.2	73.0	71.4	68.8	74.3	77.8	84.6
FRIENDS YOUR OWN AGE	73.4	66.7	80.2	77.7	70.3	70.0	74.5	70.0	68.9	66.0	72.0	74.8	78.1
A RELATIVE OTHER THAN YOUR PARENTS	30.6	24.9	36.4	32.7	28.5	29.7	30.0	36.0	34.3	29.8	32.1	31.2	27.7
AN ADULT NOT MENTIONED ELSEWHERE	26.6	21.3	31.8	25.8	26.7	27.9	26.1	28.7	28.9	27.7	26.6	26.8	25.1
A GUIDANCE COUNSELOR	22.8	21.5	24.2	29.6	17.9	16.8	22.5	27.1	23.7	18.9	22.1	24.0	24.3
A TEACHER OTHER THAN A GUIDANCE COUNSELOR	17.9	16.0	19.9	21.3	13.8	17.0	17.5	22.0	16.9	15.8	17.8	18.4	14.5
CLERGYMAN (MINISTER, PRIEST, RABBI, ETC.)	3.9	3.4	4.4	4.6	3.9	2.6	3.7	5.8	3.6	4.5	3.6	3.8	4.0
THE PRINCIPAL OR ASSISTANT PRINCIPAL	2.1	2.0	2.2	2.3	2.3	1.6	1.8	4.1	2.6	3.0	2.0	1.8	2.3
STATE EMPLOYMENT SERVICE OFFICER	1.6	1.5	1.7	0.8	2.4	2.1	1.2	4.6	3.2	3.5	1.9	1.2	0.9
NUMBER OF STUDENTS ANSWERING QUESTION													
YOUR PARENTS	16340	8032	8177	6896	5153	4009	12398	2036	733	2549	4436	6773	2582
FRIENDS YOUR OWN AGE	16259	7989	8140	6885	5109	3984	12373	1998	724	2514	4415	6752	2578
A RELATIVE OTHER THAN YOUR PARENTS	16206	7962	8114	6879	5090	3959	12356	1978	716	2490	4400	6744	2572
AN ADULT NOT MENTIONED ELSEWHERE	16092	7909	8056	6844	5040	3934	12292	1949	708	2464	4368	6702	2558
A GUIDANCE COUNSELOR	16163	7934	8100	6864	5073	3952	12330	1968	715	2483	4386	6720	2574
A TEACHER OTHER THAN A GUIDANCE COUNSELOR	16153	7938	8086	6858	5066	3953	12328	1963	714	2472	4386	6724	2571
CLERGYMAN (MINISTER, PRIEST, RABBI, ETC.)	16158	7934	8095	6867	5069	3947	12338	1958	713	2474	4385	6725	2574
THE PRINCIPAL OR ASSISTANT PRINCIPAL	16163	7941	8093	6862	5066	3959	12342	1957	715	2476	4386	6727	2574
STATE EMPLOYMENT SERVICE OFFICER	16090	7905	8057	6839	5034	3941	12293	1942	716	2464	4365	6695	2566

QUESTION 14. HOW MUCH HAS EACH OF THE FOLLOWING PERSONS INFLUENCED YOUR PLANS FOR AFTER HIGH SCHOOL? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'A GREAT DEAL'													
YOURSELF	91.1	89.0	93.2	95.1	87.9	87.7	91.9	89.9	85.6	83.7	90.1	92.6	94.8
YOUR PARENTS	43.2	41.8	44.7	46.9	41.7	38.6	41.0	61.4	50.3	46.4	41.0	41.0	49.7
FRIENDS YOUR OWN AGE	24.6	21.9	27.1	21.7	27.4	26.1	23.1	34.9	28.7	28.6	25.2	23.6	23.1
AN ADULT NOT MENTIONED ELSEWHERE	17.2	14.5	19.9	15.4	18.9	18.3	16.2	24.4	21.8	18.8	18.2	17.1	14.8
A RELATIVE OTHER THAN YOUR PARENTS	14.1	12.6	15.8	13.0	15.4	14.7	12.2	27.2	21.7	17.9	16.8	12.8	10.4
A TEACHER OTHER THAN A GUIDANCE COUNSELOR	10.4	9.3	11.4	11.3	9.0	10.2	9.5	17.6	14.5	11.7	11.1	10.2	8.5
A GUIDANCE COUNSELOR	8.7	8.7	8.7	9.6	8.2	7.7	7.0	21.2	15.8	12.6	9.8	7.8	6.1
CLERGYMAN (MINISTER, PRIEST, RABBI, ETC.)	2.7	2.3	3.1	2.8	3.1	1.9	2.3	5.9	2.6	4.2	2.4	2.6	2.5
THE PRINCIPAL OR ASSISTANT PRINCIPAL	1.4	1.3	1.4	1.1	1.6	1.3	0.9	4.9	2.3	3.1	1.3	1.0	1.0
STATE EMPLOYMENT SERVICE OFFICER	1.2	1.3	1.2	0.5	1.8	1.8	0.8	4.4	2.6	3.1	1.3	0.8	0.4
NUMBER OF STUDENTS ANSWERING QUESTION													
YOURSELF	16228	7973	8126	6870	5101	3978	12347	2002	721	2516	4411	6734	2567
YOUR PARENTS	16326	8026	8170	6897	5142	4006	12396	2033	731	2542	4430	6773	2581
FRIENDS YOUR OWN AGE	16140	7923	8087	6851	5060	3952	12310	1969	710	2484	4380	6710	2566
AN ADULT NOT MENTIONED ELSEWHERE	16103	7896	8077	6842	5051	3940	12283	1962	709	2481	4364	6699	2559
A RELATIVE OTHER THAN YOUR PARENTS	16203	7962	8111	6873	5093	3962	12346	1986	718	2500	4392	6738	2573
A TEACHER OTHER THAN A GUIDANCE COUNSELOR	16173	7943	8101	6866	5079	3953	12329	1978	716	2489	4380	6732	2572
A GUIDANCE COUNSELOR	16185	7950	8107	6869	5074	3966	12339	1976	717	2489	4388	6737	2571
CLERGYMAN (MINISTER, PRIEST, RABBI, ETC.)	16166	7941	8095	6869	5071	3953	12338	1963	714	2486	4384	6723	2573
THE PRINCIPAL OR ASSISTANT PRINCIPAL	16172	7945	8097	6868	5071	3958	12336	1972	716	2492	4379	6728	2573
STATE EMPLOYMENT SERVICE OFFICER	16115	7918	8071	6848	5050	3944	12294	1961	710	2478	4362	6706	2569

QUESTION 15. HAVE YOUR TEACHERS OR COUNSELORS EVER TRIED TO INFLUENCE YOUR PLANS FOR AFTER HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
TO GO TO COLLEGE													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DISCOURAGED ME	2.6	3.2	2.1	0.8	4.0	4.2	2.3	3.2	3.0	6.8	3.0	1.7	1.0
DIDN'T TRY TO INFLUENCE ME	32.2	32.8	31.6	20.2	38.1	46.9	33.0	22.1	29.4	36.9	35.3	31.4	25.8
ENCOURAGED ME	65.1	64.1	66.3	79.0	57.8	49.0	64.7	74.7	67.6	56.4	61.7	66.8	73.2
NUMBER OF STUDENTS ANSWERING QUESTION	16231	7978	8123	6887	5100	3965	12346	2003	729	2503	4403	6752	2573
TO GO TO VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DISCOURAGED ME	6.2	5.9	6.4	8.2	5.1	4.0	5.9	7.3	8.2	7.7	4.9	5.9	7.9
DIDN'T TRY TO INFLUENCE ME	62.5	62.9	62.1	77.9	55.9	42.6	64.6	47.1	57.4	50.2	54.8	64.9	77.9
ENCOURAGED ME	31.3	31.2	31.5	13.9	39.0	53.4	29.5	45.6	34.4	42.1	40.3	29.3	14.2
NUMBER OF STUDENTS ANSWERING QUESTION	16085	7910	8047	6830	5048	3937	12280	1951	714	2463	4369	6695	2564
TO ENTER AN APPRENTICESHIP OR ON-THE-JOB TRAINING PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DISCOURAGED ME	9.2	8.1	10.2	9.7	9.0	8.6	8.6	13.7	10.1	13.1	8.3	8.3	9.6
DIDN'T TRY TO INFLUENCE ME	76.1	74.3	78.1	85.0	72.1	65.0	78.4	62.4	68.6	62.6	73.3	78.5	85.0
ENCOURAGED ME	14.7	17.6	11.7	5.3	18.9	26.3	12.9	23.9	21.2	24.3	18.4	13.1	5.4
NUMBER OF STUDENTS ANSWERING QUESTION	15971	7872	7972	6807	4997	3900	12228	1909	703	2418	4328	6672	2553
TO ENTER THE MILITARY SERVICE													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DISCOURAGED ME	16.6	15.4	17.9	13.7	18.4	19.4	15.1	25.4	25.3	23.8	16.4	15.7	13.5
DIDN'T TRY TO INFLUENCE ME	77.2	74.9	79.6	82.4	73.2	73.1	79.4	65.1	66.3	66.2	76.3	79.0	82.7
ENCOURAGED ME	6.2	9.7	2.5	3.9	8.4	7.5	5.5	9.6	8.4	10.0	7.2	5.3	3.7
NUMBER OF STUDENTS ANSWERING QUESTION	15898	7881	7892	6793	4979	3860	12169	1917	695	2405	4301	6651	2541
TO GET A JOB IMMEDIATELY AFTER HIGH SCHOOL													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DISCOURAGED ME	13.8	14.2	13.4	17.4	12.2	9.4	13.7	15.0	13.2	14.0	11.6	14.1	16.3
DIDN'T TRY TO INFLUENCE ME	70.4	72.9	67.9	76.9	68.2	61.1	72.3	59.1	62.8	59.2	68.2	72.7	76.9
ENCOURAGED ME	15.8	12.9	18.8	5.8	19.7	29.5	14.0	25.9	24.0	26.7	20.3	13.2	6.8

QUESTION 16. WHAT DO MOST OF YOUR CLOSE FRIENDS PLAN TO DO NEXT YEAR?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ENTER THE MILITARY SERVICE	3.0	5.4	0.6	1.3	4.0	4.7	2.4	6.2	6.0	6.1	3.7	2.3	1.2
GO TO VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL	7.6	6.8	8.3	3.9	9.0	12.7	7.1	11.5	8.8	9.9	10.1	6.9	3.6
BECOME FULL-TIME HOMEMAKERS	1.7	0.2	3.2	0.8	2.0	3.0	1.8	1.1	1.6	1.4	2.4	1.9	0.5
GO TO COLLEGE	57.6	56.1	59.0	81.1	45.0	30.6	59.6	50.4	49.1	39.8	44.8	62.1	79.8
ENTER APPRENTICESHIPS OR ON-THE-JOB TRAINING PROGRAMS	1.0	1.4	0.6	0.5	1.3	1.6	0.9	1.4	1.5	1.5	1.1	1.0	0.4
GO TO WORK FULL TIME	14.9	13.6	16.1	5.0	18.7	28.2	14.9	12.0	15.1	20.0	20.9	13.4	5.5
I DON'T KNOW	11.0	12.9	9.1	5.3	15.3	15.4	10.1	15.1	14.3	17.1	13.8	9.4	5.5
OTHER	3.4	3.5	3.2	2.0	4.7	3.9	3.2	2.3	3.5	4.2	3.4	3.0	3.5
NUMBER OF STUDENTS ANSWERING QUESTION	16042	7901	8013	6810	5054	3901	12181	2007	714	2489	4344	6659	2550

QUESTION 17. HOW MUCH HAS EACH OF THE FOLLOWING INTERFERED WITH YOUR EDUCATION AT THIS SCHOOL? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'SOMEWHAT' OR 'A GREAT DEAL'													
POOR STUDY HABITS	57.3	65.1	49.3	53.7	63.0	56.6	57.2	55.1	59.7	59.4	57.5	56.7	56.8
SCHOOL DOESN'T OFFER *THE COURSES* I WANT TO TAKE	50.5	52.8	48.3	50.0	55.5	45.3	50.3	57.7	45.5	53.0	49.3	51.1	49.1
POOR TEACHING	50.0	50.2	50.0	53.6	49.1	44.9	50.3	46.3	46.4	47.2	46.9	50.7	55.3
TEACHERS DON'T HELP ME ENOUGH	49.6	50.9	47.7	43.7	55.1	52.5	47.3	62.5	54.1	60.8	49.9	47.4	44.3
COURSES ARE TOO HARD	42.0	43.2	40.6	36.6	47.7	44.8	41.0	44.7	49.9	52.4	43.6	41.0	33.6
DON'T FEEL PART OF THE SCHOOL	37.5	38.5	36.4	31.4	43.3	41.2	35.5	49.1	39.5	46.3	37.9	35.8	34.1
WORRY OVER MONEY PROBLEMS (REPAYMENT OF LOAN, SUPPORT OF DEPENDENTS, FAMILY INCOME, ETC.)	30.1	32.8	27.3	23.2	35.9	35.6	27.4	42.9	45.5	38.8	36.3	28.1	18.5
FAMILY OBLIGATIONS (OTHER THAN MONEY PROBLEMS)	25.9	23.9	27.8	20.3	30.8	30.0	23.6	34.6	39.3	33.7	29.5	23.8	19.4
FIND IT HARD TO ADJUST TO SCHOOL ROUTINE	24.3	28.6	20.0	20.1	29.3	25.7	22.9	30.8	24.3	30.9	22.9	22.8	25.2
LACK OF A GOOD PLACE TO STUDY AT HOME	23.4	22.9	23.8	22.6	24.7	23.6	22.1	28.2	36.7	27.5	26.8	22.3	17.9
PARENTS AREN'T INTERESTED IN MY EDUCATION	22.9	24.0	21.8	13.0	31.8	29.6	19.4	43.3	33.7	40.8	26.6	19.7	11.2
MY JOB TAKES TOO MUCH TIME	19.2	22.3	16.0	17.7	20.2	20.8	18.3	15.3	19.1	21.3	20.0	19.4	15.7
MY OWN ILL HEALTH	12.0	9.4	14.5	8.3	15.6	14.4	10.3	21.5	16.7	18.5	13.2	10.7	8.3
TRANSPORTATION TO SCHOOL IS DIFFICULT	11.3	11.2	11.4	8.9	13.8	12.7	9.6	23.2	15.9	16.8	12.9	9.4	9.4
NUMBER OF STUDENTS ANSWERING QUESTION													
POOR STUDY HABITS	16128	7915	8085	6859	5054	3940	12304	1968	714	2474	4373	6710	2571
SCHOOL DOESN'T OFFER THE COURSES I WANT TO TAKE	16136	7938	8070	6868	5051	3944	12313	1969	706	2478	4364	6723	2571
POOR TEACHING	16084	7899	8059	6850	5027	3934	12291	1951	710	2469	4360	6689	2566
TEACHERS DON'T HELP ME ENOUGH	16166	7942	8095	6864	5066	3960	12321	1984	718	2495	4383	6714	2574
COURSES ARE TOO HARD	16230	7978	8122	6872	5110	3971	12365	1990	720	2502	4406	6742	2580
DON'T FEEL PART OF THE SCHOOL	16123	7928	8067	6857	5053	3938	12297	1963	712	2471	4379	6706	2567
WORRY OVER MONEY PROBLEMS (REPAYMENT OF LOAN, SUPPORT OF DEPENDENTS, FAMILY INCOME, ETC.)	16125	7911	8086	6855	5050	3943	12310	1959	713	2467	4374	6716	2568
FAMILY OBLIGATIONS (OTHER THAN MONEY PROBLEMS)	16074	7883	8062	6858	5015	3927	12291	1937	705	2457	4363	6681	2573
FIND IT HARD TO ADJUST TO SCHOOL ROUTINE	16126	7926	8072	6871	5046	3933	12314	1958	706	2476	4369	6710	2571
LACK OF A GOOD PLACE TO STUDY AT HOME	16128	7915	8084	6870	5043	3940	12319	1958	707	2470	4371	6715	2572
PARENTS AREN'T INTERESTED IN MY EDUCATION	16074	7901	8045	6849	5027	3925	12274	1948	710	2455	4367	6689	2563
MY JOB TAKES TOO MUCH TIME	16101	7934	8039	6854	5038	3935	12294	1953	703	2467	4362	6705	2567
MY OWN ILL HEALTH	16113	7905	8079	6863	5041	3935	12311	1949	710	2464	4371	6704	2574
TRANSPORTATION TO SCHOOL IS DIFFICULT	16136	7931	8076	6858	5051	3952	12316	1958	711	2475	4370	6719	2572

QUESTION 18. HOW WOULD YOU RATE YOUR SCHOOL ON EACH OF THE FOLLOWING ASPECTS? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS EXPRESSING AN OPINION WHO ANSWERED 'GOOD' OR 'EXCELLENT'													
REPUTATION IN THE COMMUNITY	74.4	73.8	75.1	78.9	70.0	72.1	76.8	60.7	66.8	66.7	73.0	75.8	78.6
CONDITION OF BUILDINGS AND CLASSROOMS	68.4	69.6	67.3	72.3	64.4	66.1	70.6	53.3	65.7	63.1	65.1	69.3	75.4
QUALITY OF ACADEMIC INSTRUCTION	66.2	65.4	67.0	72.2	58.8	63.2	67.5	58.5	64.4	61.4	64.7	66.9	69.9
STUDENT GUIDANCE AND COUNSELING	64.8	65.7	63.9	61.5	66.3	68.9	64.9	67.1	65.4	66.2	67.8	64.5	59.9
LIBRARY FACILITIES	64.1	65.3	63.0	61.5	65.1	67.5	64.0	64.3	72.9	68.8	65.7	62.9	61.2
QUALITY OF VOCATIONAL INSTRUCTION	61.9	61.3	62.5	59.5	56.9	69.8	62.3	58.7	63.4	61.3	62.9	62.6	59.3
EQUIPMENT USED IN VOCATIONAL COURSES	59.8	59.6	60.1	59.5	55.7	64.6	60.8	52.2	61.5	59.5	61.0	58.6	61.4
EXTRACURRICULAR FACILITIES	58.4	60.5	56.4	62.5	54.1	56.3	60.2	47.4	56.2	54.0	57.0	58.7	63.3
TEACHER INTEREST IN STUDENTS	51.3	50.4	52.2	56.1	46.6	48.1	52.0	47.6	50.7	48.9	50.5	51.4	54.2
JOB PLACEMENT OF GRADUATES	29.0	29.2	28.9	28.7	25.3	33.6	28.3	30.1	35.8	35.2	29.0	26.2	30.3
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'I DON'T KNOW'													
REPUTATION IN THE COMMUNITY	6.4	6.8	6.0	5.3	7.1	7.5	5.6	9.4	9.2	10.2	6.0	5.6	5.7
CONDITION OF BUILDINGS AND CLASSROOMS	0.4	0.5	0.4	0.2	0.7	0.6	0.3	0.9	1.0	1.3	0.4	0.3	0.2
QUALITY OF ACADEMIC INSTRUCTION	8.6	7.1	10.3	3.1	11.5	15.3	7.4	15.9	13.5	14.2	11.9	7.1	3.2
STUDENT GUIDANCE AND COUNSELING	2.7	3.1	2.2	2.2	3.0	3.2	2.4	3.4	4.6	3.7	2.8	2.3	2.8
LIBRARY FACILITIES	1.3	1.2	1.4	0.6	1.5	2.3	1.0	2.8	2.2	2.9	1.6	1.1	0.5
QUALITY OF VOCATIONAL INSTRUCTION	29.9	28.9	31.0	45.0	22.3	12.8	31.0	25.0	23.0	20.4	23.6	30.4	45.9
EQUIPMENT USED IN VOCATIONAL COURSES	23.5	22.1	25.0	36.6	16.9	8.5	24.7	18.4	14.6	15.0	18.6	24.0	36.8
EXTRACURRICULAR FACILITIES	9.1	8.6	9.7	6.3	11.0	11.4	8.2	12.4	14.2	12.1	9.8	8.1	8.1
TEACHER INTEREST IN STUDENTS	1.7	2.3	1.2	1.1	2.3	2.2	1.4	3.5	3.7	3.7	1.6	1.4	1.3
JOB PLACEMENT OF GRADUATES	33.7	34.8	32.8	46.6	26.0	20.5	35.7	21.5	24.7	23.0	27.2	34.8	49.5
NUMBER OF STUDENTS ANSWERING QUESTION													
REPUTATION IN THE COMMUNITY	16143	7941	8072	6851	5072	3945	12302	1969	718	2487	4374	6720	2562
CONDITION OF BUILDINGS AND CLASSROOMS	16325	8029	8165	6886	5152	4005	12389	2031	732	2547	4425	6777	2576
QUALITY OF ACADEMIC INSTRUCTION	16160	7952	8079	6817	5079	3948	12311	1981	718	2485	4380	6732	2563
STUDENT GUIDANCE AND COUNSELING	16194	7954	8111	6856	5093	3966	12334	1986	718	2499	4389	6730	2566
LIBRARY FACILITIES	16214	7979	8106	6858	5107	3968	12333	1992	723	2510	4392	6741	2568
QUALITY OF VOCATIONAL INSTRUCTION	16111	7937	8046	6808	5066	3961	12274	1976	713	2487	4371	6697	2549
EQUIPMENT USED IN VOCATIONAL COURSES	16213	7980	8104	6841	5109	3980	12328	2003	721	2527	4399	6734	2558
EXTRACURRICULAR FACILITIES	16161	7948	8082	6863	5075	3941	12323	1976	710	2485	4370	6737	2569
TEACHER INTEREST IN STUDENTS	16257	7996	8131	6862	5133	3982	12358	2014	725	2526	4412	6750	2569
JOB PLACEMENT OF GRADUATES	16140	7944	8067	6826	5079	3954	12295	1979	715	2496	4371	6714	2559

QUESTION 19. HOW MUCH DO YOU AGREE WITH EACH OF THE FOLLOWING STATEMENTS ABOUT YOUR HIGH SCHOOL? (UNFAVORABLE ITEMS ARE GROUPED FIRST, FOLLOWED BY FAVORABLE ITEMS, EACH IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS EXPRESSING AN OPINION WHO ANSWERED 'AGREE STRONGLY' OR 'AGREE SOMEWHAT'													
SCHOOL SHOULD HAVE PROVIDED MORE HELP FOR STUDENTS WHO WERE HAVING TROUBLE WITH SUBJECTS LIKE MATH AND READING	89.1	88.1	90.0	87.6	90.5	90.0	88.7	92.9	88.3	90.3	89.5	89.1	87.3
SCHOOL SHOULD HELP STUDENTS FIND JOBS WHEN THEY LEAVE SCHOOL	77.3	75.2	79.3	77.6	75.0	79.3	76.6	83.4	75.0	78.6	79.7	76.4	74.4
SCHOOL SHOULD HAVE PLACED MORE EMPHASIS ON VOCATIONAL AND TECHNICAL PROGRAMS	71.4	70.1	72.8	63.4	75.7	79.1	70.8	74.2	74.1	76.6	74.5	71.5	61.8
SCHOOL DID NOT OFFER ENOUGH PRACTICAL WORK EXPERIENCE	67.6	69.6	65.5	68.0	70.1	64.2	67.9	67.1	60.2	66.9	67.7	69.1	63.6
SCHOOL SHOULD HAVE USED TEACHING MACHINES OR COMPUTER-ASSISTED INSTRUCTION MORE EXTENSIVELY	52.4	52.3	52.4	50.4	53.5	54.5	50.7	62.6	58.3	57.0	54.4	52.2	46.2
SCHOOL SHOULD HAVE PLACED MORE EMPHASIS ON BASIC ACADEMIC SUBJECTS (MATH, SCIENCE, ENGLISH, ETC.)	50.8	49.9	51.5	48.4	53.8	50.6	47.5	68.8	67.1	59.7	53.4	48.2	45.9
MOST REQUIRED COURSES HERE ARE A WASTE OF TIME	50.6	53.8	47.4	47.5	52.9	53.3	50.8	45.9	45.8	53.5	49.9	51.0	48.4
SCHOOLS SHOULD HAVE USED MORE TELEVISION LECTURES	46.0	47.1	44.7	45.0	47.5	45.5	45.0	55.0	51.3	50.4	48.4	45.7	39.2
SCHOOL PROVIDED ME WITH COUNSELING THAT WILL HELP ME CONTINUE MY EDUCATION	62.8	62.5	63.0	63.7	60.5	64.0	61.7	72.1	68.3	65.8	65.0	62.1	58.8
SCHOOL GAVE ME NEW IDEAS ABOUT THE TYPE OF WORK I WANTED TO DO	54.4	52.3	56.4	50.3	52.2	64.7	52.8	65.7	64.4	60.5	59.1	52.5	47.0
SCHOOL PROVIDED ME WITH COUNSELING THAT HELPED ME GET A BETTER IDEA OF MYSELF AND MY RELATIONS WITH OTHER PEOPLE	50.1	49.9	50.3	44.6	51.8	57.8	48.3	62.9	60.1	59.1	56.7	47.0	40.6
SCHOOL PROVIDED ME WITH COUNSELING THAT WILL HELP ME FIND EMPLOYMENT	38.3	35.8	40.8	26.6	39.9	55.0	35.8	55.6	48.2	50.6	45.1	35.2	23.9

QUESTION 19. HOW MUCH DO YOU AGREE WITH EACH OF THE FOLLOWING STATEMENTS ABOUT YOUR HIGH SCHOOL? (UNFAVORABLE ITEMS ARE GROUPED FIRST, FOLLOWED BY FAVORABLE ITEMS, EACH IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)--CONTINUED

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY				FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GENL	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD	
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'DOES NOT APPLY'														
SCHOOL SHOULD HAVE PROVIDED MORE HELP FOR STUDENTS WHO WERE HAVING TROUBLE WITH SUBJECTS LIKE MATH AND READING	6.1	6.7	5.6	8.2	4.2	4.7	6.5	3.6	3.8	5.1	5.6	5.7	8.8	
SCHOOL SHOULD HELP STUDENTS FIND JOBS WHEN THEY LEAVE SCHOOL	5.0	6.0	3.9	6.0	4.4	3.8	4.8	4.3	5.5	6.5	3.7	4.8	6.2	
SCHOOL SHOULD HAVE PLACED MORE EMPHASIS ON VOCATIONAL AND TECHNICAL PROGRAMS	13.0	12.6	13.3	18.3	10.0	7.3	13.2	10.6	11.9	11.3	10.0	13.5	17.6	
SCHOOL DID NOT OFFER ENOUGH PRACTICAL WORK EXPERIENCE	12.8	14.1	11.6	18.4	9.8	6.5	13.3	10.1	11.7	10.1	9.6	13.1	19.0	
SCHOOL SHOULD HAVE USED TEACHING MACHINES OR COMPUTER-ASSISTED INSTRUCTION MORE EXTENSIVELY	16.9	17.2	16.6	17.7	17.4	14.7	17.3	13.3	16.5	16.6	16.4	16.9	17.6	
SCHOOL SHOULD HAVE PLACED MORE EMPHASIS ON BASIC ACADEMIC SUBJECTS (MATH, SCIENCE, ENGLISH, ETC.)	12.0	12.0	11.9	14.1	10.0	10.7	12.3	9.4	11.3	11.8	11.4	11.7	13.5	
MOST REQUIRED COURSES HERE ARE A WASTE OF TIME	3.0	3.4	2.5	2.8	3.0	3.1	2.7	4.7	4.2	5.0	2.8	2.6	2.5	
SCHOOLS SHOULD HAVE USED MORE TELEVISION LECTURES	18.1	19.3	17.0	19.2	18.1	16.1	18.3	13.8	20.4	16.9	17.8	18.0	19.7	
SCHOOL PROVIDED ME WITH COUNSELING THAT WILL HELP ME CONTINUE MY EDUCATION	9.7	10.0	9.5	7.7	10.8	12.0	10.2	5.0	6.6	9.1	10.7	9.3	9.6	
SCHOOL GAVE ME NEW IDEAS ABOUT THE TYPE OF WORK I WANTED TO DO	10.0	10.9	9.1	10.3	10.8	8.3	10.5	6.3	8.4	10.0	8.6	10.2	11.6	
SCHOOL PROVIDED ME WITH COUNSELING THAT HELPED ME GET A BETTER IDEA OF MYSELF AND MY RELATIONS WITH OTHER PEOPLE	11.0	11.6	10.6	11.5	11.0	10.1	11.7	6.2	8.2	10.4	10.5	11.0	12.4	
SCHOOL PROVIDED ME WITH COUNSELING THAT WILL HELP ME FIND EMPLOYMENT	17.6	17.5	17.8	23.5	14.1	11.5	18.8	8.8	15.1	13.8	14.4	17.7	25.3	
NUMBER OF *STUDENTS ANSWERING* QUESTION														
SCHOOL SHOULD HAVE PROVIDED MORE HELP FOR STUDENTS WHO WERE HAVING TROUBLE WITH SUBJECTS LIKE MATH AND READING	16234	7972	8134	6860	5114	3977	12340	2018	721	2514	4399	6750	2571	
SCHOOL SHOULD HELP STUDENTS FIND JOBS WHEN THEY LEAVE SCHOOL	16114	7923	8066	6828	5073	3936	12278	1988	715	2473	4371	6712	2558	
SCHOOL SHOULD HAVE PLACED MORE EMPHASIS ON VOCATIONAL AND TECHNICAL PROGRAMS	16133	7928	8078	6838	5061	3954	12294	1984	714	2477	4379	6717	2560	
SCHOOL DID NOT OFFER ENOUGH PRACTICAL WORK EXPERIENCE	16048	7888	8034	6773	5056	3942	12231	1975	707	2473	4358	6681	2536	
SCHOOL SHOULD HAVE USED TEACHING MACHINES OR COMPUTER-ASSISTED INSTRUCTION MORE EXTENSIVELY	16172	7940	8104	6860	5083	3949	12317	1995	716	2482	4385	6736	2569	
SCHOOL SHOULD HAVE PLACED MORE EMPHASIS ON BASIC ACADEMIC SUBJECTS (MATH, SCIENCE, ENGLISH, ETC.)	16225	7990	8117	6859	5108	3977	12348	2009	718	2508	4400	6747	2570	
MOST REQUIRED COURSES HERE ARE A WASTE OF TIME	16197	7949	8123	6854	5104	3959	12335	1997	714	2493	4395	6742	2557	
SCHOOLS SHOULD HAVE USED MORE TELEVISION LECTURES	16091	7900	8065	6827	5064	3922	12272	1976	709	2470	4353	6705	2563	
SCHOOL PROVIDED ME WITH COUNSELING THAT WILL HELP ME CONTINUE MY EDUCATION	16117	7926	8065	6833	5066	3939	12269	1993	715	2480	4376	6703	2558	
SCHOOL GAVE ME NEW IDEAS ABOUT THE TYPE OF WORK I WANTED TO DO	16162	7927	8109	6858	5078	3946	12304	1997	718	2480	4394	6733	2565	
SCHOOL PROVIDED ME WITH COUNSELING THAT HELPED ME GET A BETTER IDEA OF MYSELF AND MY RELATIONS WITH OTHER PEOPLE	16168	7944	8096	6850	5082	3956	12304	2003	714	2490	4386	6726	2566	
SCHOOL PROVIDED ME WITH COUNSELING THAT WILL HELP ME FIND EMPLOYMENT	16118	7923	8069	6833	5063	3945	12278	1990	711	2473	4374	6716	2555	

QUESTION 20. HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOU IN YOUR LIFE? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'VERY IMPORTANT'													
BEING SUCCESSFUL IN MY LINE OF WORK	84.4	86.1	82.8	84.1	83.9	85.8	83.8	92.8	87.7	84.4	85.4	85.0	81.3
FINDING THE RIGHT PERSON TO MARRY AND HAVING A HAPPY FAMILY LIFE	81.9	78.6	85.1	80.6	82.6	83.5	82.5	80.2	83.9	80.9	84.2	82.0	78.9
HAVING STRONG FRIENDSHIPS	79.1	80.3	77.9	82.6	76.5	76.1	82.1	61.0	70.2	71.6	77.6	81.0	82.8
BEING ABLE TO FIND STEADY WORK	77.8	81.8	73.8	72.5	80.2	84.5	76.9	87.0	84.2	81.5	82.1	78.1	67.2
BEING ABLE TO GIVE MY CHILDREN BETTER OPPORTUNITIES THAN I'VE HAD	67.3	67.3	67.2	59.3	72.7	74.8	63.9	88.7	84.5	77.1	74.5	66.4	50.3
WORKING TO CORRECT SOCIAL AND ECONOMIC INEQUALITIES	27.1	23.0	31.2	30.1	26.1	22.9	24.6	46.7	31.5	28.1	26.7	25.7	30.6
HAVING LOTS OF MONEY	18.1	26.1	10.1	15.2	20.8	19.9	16.5	30.3	18.9	25.3	17.0	17.5	15.5
GETTING AWAY FROM THIS AREA OF THE COUNTRY	14.6	14.3	14.8	13.3	16.5	14.5	14.2	17.7	11.8	16.8	14.6	13.7	15.1
BEING A LEADER IN MY COMMUNITY	11.6	15.1	8.1	12.1	12.3	9.9	10.1	23.3	16.0	15.1	11.9	10.4	11.5
LIVING CLOSE TO PARENTS AND RELATIVES	7.9	7.2	8.6	6.5	8.5	7.6	7.2	10.6	14.6	12.1	8.4	7.1	5.7
NUMBER OF STUDENTS ANSWERING QUESTION													
BEING SUCCESSFUL IN MY LINE OF WORK	16294	8008	8157	6880	5137	3995	12381	2027	728	2530	4422	6768	2574
FINDING THE RIGHT PERSON TO MARRY AND HAVING A HAPPY FAMILY LIFE	16223	7965	8131	6856	5107	3978	12346	2006	723	2509	4408	6743	2563
HAVING STRONG FRIENDSHIPS	16250	7989	8134	6873	5117	3978	12372	1999	722	2510	4414	6753	2573
BEING ABLE TO FIND STEADY WORK	16214	7966	8121	6864	5096	3974	12339	2005	718	2505	4398	6746	2565
BEING ABLE TO GIVE MY CHILDREN BETTER OPPORTUNITIES THAN I'VE HAD	16162	7942	8095	6818	5097	3964	12294	1999	720	2505	4393	6719	2546
WORKING TO CORRECT SOCIAL AND ECONOMIC INEQUALITIES	16200	7954	8118	6858	5094	3968	12333	2004	717	2500	4398	6738	2564
HAVING LOTS OF MONEY	16227	7980	8119	6866	5106	3974	12351	2003	719	2512	4406	6743	2566
GETTING AWAY FROM THIS AREA OF THE COUNTRY	16204	7953	8123	6866	5087	3969	12347	1990	718	2507	4395	6735	2567
BEING A LEADER IN MY COMMUNITY	16203	7956	8119	6854	5094	3975	12339	2000	720	2496	4404	6741	2562
LIVING CLOSE TO PARENTS AND RELATIVES	16222	7967	8126	6865	5103	3974	12348	1999	722	2503	4404	6747	2568

QUESTION 21. HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS EXPRESSING AN OPINION WHO ANSWERED 'AGREE STRONGLY' OR 'AGREE'													
I TAKE A POSITIVE ATTITUDE TOWARD MYSELF	86.2	88.4	84.1	87.3	85.8	84.9	85.5	90.7	89.5	87.8	85.7	86.0	86.5
GOOD LUCK IS MORE IMPORTANT THAN HARD WORK FOR SUCCESS	9.2	10.9	7.5	6.2	12.2	10.8	7.5	18.4	15.0	18.5	9.1	7.1	7.4
I FEEL I AM A PERSON OF WORTH, ON AN EQUAL PLANE WITH OTHERS	93.4	93.9	92.9	94.7	92.5	91.8	93.7	93.7	91.6	92.2	92.8	93.6	94.5
I AM ABLE TO DO THINGS AS WELL AS MOST OTHER PEOPLE	91.7	93.6	89.9	93.6	90.3	90.4	92.0	92.3	91.0	89.2	91.0	92.3	93.4
EVERY TIME I TRY TO GET AHEAD, SOMETHING OR SOMEBODY STOPS ME	21.0	24.8	17.3	18.2	28.1	27.0	18.6	31.1	29.4	33.7	24.3	18.5	12.7
PLANNING ONLY MAKES A PERSON UNHAPPY SINCE PLANS HARDLY EVER WORK OUT ANYWAY	19.7	21.9	17.6	13.2	24.9	25.1	17.5	30.0	30.3	31.2	22.8	16.7	13.9
PEOPLE WHO ACCEPT THEIR CONDITION IN LIFE ARE HAPPIER THAN THOSE WHO TRY TO CHANGE THINGS	34.4	35.3	33.5	22.6	42.4	45.9	32.4	41.9	46.3	50.9	39.0	30.4	24.9
ON THE WHOLE, I'M SATISFIED WITH MYSELF	75.1	73.7	76.5	75.6	72.9	[illegible].7	75.8	69.7	75.4	76.0	74.0	75.8	74.1
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'NO OPINION'													
I TAKE A POSITIVE ATTITUDE TOWARD MYSELF	10.0	10.2	9.7	6.1	12.9	12.9	9.3	10.4	13.1	15.0	11.5	8.9	6.6
GOOD LUCK IS MORE IMPORTANT THAN HARD WORK FOR SUCCESS	5.0	6.1	3.8	4.2	6.0	5.3	4.3	7.2	6.7	7.7	4.4	4.4	5.3
I FEEL I AM A PERSON OF WORTH, ON AN EQUAL PLANE WITH OTHERS	6.4	6.0	6.8	4.6	7.6	8.1	6.1	6.1	9.3	8.5	6.9	5.8	5.6
I AM ABLE TO DO THINGS AS WELL AS MOST OTHER PEOPLE	5.0	4.7	5.4	3.5	6.4	6.3	4.6	5.9	6.6	7.9	5.0	4.6	4.0
EVERY TIME I TRY TO GET AHEAD, SOMETHING OR SOMEBODY STOPS ME	8.4	9.3	7.6	7.2	9.5	9.4	8.0	9.9	8.3	11.5	8.3	7.9	7.5
PLANNING ONLY MAKES A PERSON UNHAPPY SINCE PLANS HARDLY EVER WORK OUT ANYWAY	5.9	7.4	4.5	4.9	7.1	6.3	5.2	9.2	9.4	9.0	5.6	4.9	5.8
PEOPLE WHO ACCEPT THEIR CONDITION IN LIFE ARE HAPPIER THAN THOSE WHO TRY TO CHANGE THINGS	8.4	9.3	7.4	7.8	9.3	8.3	7.6	12.3	10.6	10.8	8.0	7.9	8.1
ON THE WHOLE, I'M SATISFIED WITH MYSELF	7.4	7.3	7.4	[illegible].7	9.4	7.9	7.0	7.5	8.4	10.6	7.3	6.9	6.1
NUMBER OF STUDENTS ANSWERING QUESTION													
I TAKE A POSITIVE ATTITUDE TOWARD MYSELF	16210	7966	8116	6864	5098	3966	12334	2008	723	2492	4413	6739	2566
GOOD LUCK IS MORE IMPORTANT THAN HARD WORK FOR SUCCESS	16206	7955	8123	6858	5098	3970	12334	2009	719	2497	4404	6738	2567
I FEEL I AM A PERSON OF WORTH, ON AN EQUAL PLANE WITH OTHERS	16115	7896	8091	6832	5058	3946	12274	1989	713	2474	4396	6693	2562
I AM ABLE TO DO THINGS AS WELL AS MOST OTHER PEOPLE	16119	7914	8076	6829	5069	3940	12278	1992	719	2474	4371	6714	2560
EVERY TIME I TRY TO GET AHEAD, SOMETHING OR SOMEBODY STOPS ME	16163	7936	8099	6859	5079	3956	12317	1990	718	2480	4391	6724	2568
PLANNING ONLY MAKES A PERSON UNHAPPY SINCE PLANS HARDLY EVER WORK OUT ANYWAY	16193	7944	8121	6864	5086	3964	12333	1997	717	2483	4407	6733	2570
PEOPLE WHO ACCEPT THEIR CONDITION IN LIFE ARE HAPPIER THAN THOSE WHO TRY TO CHANGE THINGS	16187	7941	8117	6847	5099	3962	12320	1998	720	2493	4391	6743	2560
ON THE WHOLE, I'M SATISFIED WITH MYSELF	16182	7950	8103	6850	5092	3958	12312	2002	718	2493	4397	6732	2560

QUESTION 22. DO YOU PLAN TO USE FUNDS AVAILABLE FROM ANY OF THE FOLLOWING PROGRAMS FOR FURTHER STUDY BEYOND HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
COLLEGE OR UNIVERSITY SCHOLARSHIP OR LOAN (ATHLETIC OR ACADEMIC)													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	65.0	61.9	68.1	56.0	69.0	76.9	68.6	43.5	47.4	60.8	67.4	65.5	63.8
YES, I PLAN TO USE IT	20.9	22.7	19.1	32.3	13.9	8.9	19.0	36.2	27.8	17.9	18.5	21.8	24.6
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	14.1	15.4	12.8	11.8	17.2	14.2	12.4	20.3	24.9	21.3	14.2	12.8	11.6
NUMBER OF STUDENTS ANSWERING QUESTION	15976	7853	8000	6802	5006	3887	12183	1963	710	2425	4344	6658	2549
STATE OR LOCAL SCHOLARSHIP OR LOAN PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	64.4	63.5	65.3	56.3	68.8	74.3	67.8	44.2	46.9	60.3	65.2	63.9	67.9
YES, I PLAN TO USE IT	20.1	19.0	21.3	30.4	12.6	10.5	18.6	32.8	26.8	17.6	19.2	21.8	19.0
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	15.4	17.5	13.3	13.3	18.7	15.1	13.6	23.0	26.3	22.1	15.5	14.3	13.1
NUMBER OF STUDENTS ANSWERING QUESTION	15891	7826	7943	6785	4973	3858	12144	1942	695	2400	4320	6629	2542
SCHOLARSHIP FROM A PRIVATE ORGANIZATION* OR COMPANY													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	72.1	70.9	73.2	67.9	73.5	78.2	74.7	58.1	58.7	67.3	73.3	77.0	73.9
YES, I PLAN TO USE IT	10.4	9.6	11.1	15.3	6.9	5.7	9.9	13.6	12.8	8.8	9.5	10.9	11.5
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	17.6	19.5	15.7	16.8	19.7	16.1	15.5	28.3	28.6	23.9	17.2	17.0	14.6
NUMBER OF STUDENTS ANSWERING QUESTION	15822	7782	7920	6760	4951	3836	12108	1924	691	2388	4299	6602	2533
VETERANS ADMINISTRATION SURVIVORS' BENEFITS OR DIRECT BENEFITS (GI BILL COMPENSATION OR PENSION)													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	76.6	73.1	79.9	79.7	73.3	75.2	79.1	64.9	62.0	67.0	75.6	77.7	82.6
YES, I PLAN TO USE IT	5.5	7.9	3.1	4.3	6.5	6.2	5.1	7.1	8.5	8.2	5.6	5.3	3.5
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	18.0	19.0	17.0	15.9	20.2	18.6	15.8	28.0	29.5	24.9	18.8	16.9	13.9
NUMBER OF STUDENTS ANSWERING QUESTION	15866	7793	7950	6783	4962	3848	12135	1939	695	2394	4309	6631	2532
ROTC SCHOLARSHIP PROGRAMS													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	81.8	80.6	83.2	84.7	79.2	80.3	84.1	69.6	69.4	72.7	80.6	83.9	86.3
YES, I PLAN TO USE IT	2.7	4.2	1.2	3.2	2.5	2.1	2.1	6.2	4.9	4.9	2.5	2.3	2.2
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	15.5	15.4	15.6	12.1	18.3	17.6	13.7	24.2	25.7	22.5	16.9	14.1	11.5
NUMBER OF STUDENTS ANSWERING QUESTION	15822	7783	7918	6762	4940	3846	12113	1919	694	2370	4301	6618	2533
COLLEGE WORK-STUDY PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	62.0	61.2	62.7	55.1	64.7	71.2	64.8	45.5	46.4	58.9	63.3	62.6	60.9
YES, I PLAN TO USE IT	16.6	15.9	17.3	22.4	12.7	10.8	14.0	31.6	25.3	18.3	16.9	15.9	16.6
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	21.5	22.9	20.1	22.5	22.6	18.0	20.6	22.9	28.3	22.9	19.8	21.5	22.6
NUMBER OF STUDENTS ANSWERING QUESTION	15776	7765	7891	6750	4926	3824	12091	1902	689	2368	4279	6596	2533

QUESTION 22. DO YOU PLAN TO USE FUNDS AVAILABLE FROM ANY OF THE FOLLOWING PROGRAMS FOR FURTHER STUDY BEYOND HIGH SCHOOL?--CONTINUED

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY				FATHER'S EDUCATION		
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
SOCIAL SECURITY BENEFITS FOR STUDENTS AGE 18 TO 22 (FOR CHILDREN OF RETIRED, DISABLED, OR DECEASED PARENTS)													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	76.4	75.5	77.3	80.2	72.2	74.8	79.1	61.6	63.1	63.2	73.9	79.1	83.4
YES, I PLAN TO USE IT	8.6	8.4	8.7	7.3	10.3	8.8	7.5	16.9	11.0	14.9	9.7	7.2	5.8
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	15.0	16.0	14.0	12.5	17.5	16.4	13.4	21.5	25.9	21.8	16.4	13.7	10.8
NUMBER OF STUDENTS ANSWERING QUESTION	15815	7774	7919	6770	4943	3825	12093	1931	690	2382	4285	6612	2536
NATIONAL DEFENSE STUDENT LOAN PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	68.9	67.8	70.1	66.1	69.9	73.2	71.7	53.2	51.7	63.7	68.4	69.1	73.4
YES, I PLAN TO USE IT	7.3	7.5	7.0	11.2	4.5	3.5	5.9	15.9	14.9	7.9	7.1	7.7	5.9
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	23.8	24.8	22.9	22.6	25.6	23.3	22.4	30.9	33.4	28.4	24.4	23.2	20.7
NUMBER OF STUDENTS ANSWERING QUESTION	15843	7777	7943	6784	4951	3830	12124	1931	688	2384	4302	6614	2541
FEDERAL GUARANTEED STUDENT LOAN PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	65.4	64.4	66.5	62.3	65.9	70.6	68.2	50.3	49.8	60.5	65.0	65.9	67.5
YES, I PLAN TO USE IT	6.9	7.1	6.8	8.0	6.4	5.4	5.6	14.7	10.8	8.8	7.0	6.9	6.4
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	27.7	28.5	27.0	29.7	27.7	24.0	26.2	35.0	39.3	30.7	27.1	27.3	27.2
NUMBER OF STUDENTS ANSWERING QUESTION	15830	7783	7924	6771	4944	3839	12129	1920	690	2374	4290	6615	2542
EDUCATIONAL OPPORTUNITY GRANT PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	65.9	65.5	66.2	63.1	66.6	70.2	69.2	47.9	45.9	59.2	65.9	66.8	68.5
YES, I PLAN TO USE IT	5.9	5.5	6.3	6.7	5.7	4.8	5.7	19.8	19.1	10.1	7.7	5.0	4.2
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	28.2	29.0	27.5	30.3	27.7	25.0	27.1	32.3	35.0	30.7	26.9	28.1	28.3
NUMBER OF STUDENTS ANSWERING QUESTION	15808	7770	7915	6754	4942	3836	12108	1917	689	2375	4290	6611	2532
HEALTH PROFESSIONS STUDENT LOAN PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	72.0	71.3	72.6	71.9	70.6	74.0	74.6	58.1	56.8	64.2	72.0	72.9	75.5
YES, I PLAN TO USE IT	2.4	2.3	2.4	2.5	2.6	1.9	1.8	6.6	5.9	6.1	2.5	1.5	1.6
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	25.7	26.4	25.0	25.6	26.8	24.1	23.7	35.3	37.3	29.7	25.5	25.6	22.9
NUMBER OF STUDENTS ANSWERING QUESTION	15854	7797	7936	6784	4956	3837	12136	1926	693	2386	4303	6624	2541
HEALTH PROFESSIONS SCHOLARSHIP PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	72.8	72.1	73.4	72.2	72.1	75.0	75.3	59.7	58.4	65.6	72.9	73.6	76.3
YES, I PLAN TO USE IT	2.2	2.0	2.4	2.6	2.0	1.7	1.6	6.2	5.0	5.0	2.1	1.5	1.6
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	25.0	25.9	24.2	25.2	25.9	23.3	23.2	34.1	36.6	29.4	25.0	24.9	22.0
NUMBER OF STUDENTS ANSWERING QUESTION	15842	7787	7932	6777	4953	3836	12132	1918	694	2383	4303	6618	2538
NURSING STUDENT LOAN PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	79.8	79.9	79.7	82.3	76.8	79.3	82.4	67.1	64.6	70.5	79.0	81.0	85.3
YES, I PLAN TO USE IT	2.4	0.6	4.2	2.1	3.1	2.0	1.6	8.1	6.2	5.3	2.8	1.9	1.1
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	17.8	19.4	16.1	15.6	20.1	18.7	16.1	24.8	29.2	24.2	18.2	17.2	13.5
NUMBER OF STUDENTS ANSWERING QUESTION	15853	7789	7942	6785	4951	3840	12136	1928	693	2384	4305	6625	2539

QUESTION 22. DO YOU PLAN TO USE FUNDS AVAILABLE FROM ANY OF THE FOLLOWING PROGRAMS FOR FURTHER STUDY BEYOND HIGH SCHOOL?--CONTINUED

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
NURSING SCHOLARSHIP PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	80.2	79.9	80.4	81.9	77.7	80.1	82.7	69.5	63.6	71.6	79.3	81.2	85.4
YES, I PLAN TO USE IT	2.1	0.8	3.4	2.2	2.2	1.7	1.4	6.4	6.2	4.8	2.4	1.6	1.0
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	17.7	19.3	16.2	15.9	20.1	18.2	15.9	25.1	30.2	23.7	18.3	17.1	13.7
NUMBER OF STUDENTS ANSWERING QUESTION	15803	7764	7917	6767	4935	3825	12106	1909	692	2370	4288	6611	2594
GENERAL SCHOLARSHIP PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	68.9	67.8	69.8	64.1	71.3	74.5	71.1	56.2	58.2	64.7	70.6	69.3	68.3
YES, I PLAN TO USE IT	6.8	6.9	6.7	9.0	5.6	4.4	5.9	13.3	9.6	8.8	6.5	6.2	7.6
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	24.3	25.3	23.5	26.9	23.0	21.1	23.0	30.5	32.3	26.7	22.9	24.4	24.1
NUMBER OF STUDENTS ANSWERING QUESTION	15780	7762	7897	6746	4930	3830	12090	1912	684	2371	4276	6601	2592
LAW ENFORCEMENT EDUCATION PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	76.9	73.9	79.9	79.2	74.6	75.8	79.1	86.1	82.4	88.5	76.3	77.8	82.0
YES, I PLAN TO USE IT	2.3	3.8	0.7	1.5	2.9	3.1	1.8	4.7	5.6	4.6	2.3	2.0	1.1
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	20.8	22.4	19.4	19.3	22.6	21.1	19.1	29.2	32.0	26.8	21.5	20.2	16.9
NUMBER OF STUDENTS ANSWERING QUESTION	15779	7790	7907	6759	4926	3818	12089	1907	689	2368	4279	6595	2937
VETERANS ADMINISTRATION WAR ORPHANS EDUCATIONAL ASSISTANCE PROGRAM													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	80.1	78.1	82.1	83.3	77.1	78.5	82.7	68.1	66.2	69.9	78.9	81.6	86.2
YES, I PLAN TO USE IT	1.2	1.5	0.8	0.5	1.8	1.7	0.8	3.6	2.7	4.3	0.8	0.8	0.5
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	18.7	20.4	17.1	16.2	21.1	19.8	16.5	28.3	31.1	25.8	20.4	17.6	13.4
NUMBER OF STUDENTS ANSWERING QUESTION	15770	7741	7906	6761	4920	3815	12081	1909	685	2371	4269	6593	2937
REGULAR BANK LOAN													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I DO NOT PLAN TO USE IT	67.1	65.3	68.9	67.1	65.7	68.8	68.8	59.8	62.9	59.4	68.0	67.2	71.5
YES, I PLAN TO USE IT	21.5	22.7	20.2	22.1	21.0	21.3	21.3	24.1	19.5	23.8	21.3	22.3	17.9
I DO NOT KNOW ENOUGH ABOUT THE PROGRAM TO ANSWER THE QUESTION	11.4	12.0	10.9	10.8	13.2	9.9	10.0	17.1	17.6	16.9	10.7	10.5	10.6
NUMBER OF STUDENTS ANSWERING QUESTION	15798	7769	7907	6760	4942	3831	12083	1927	690	2381	4284	6604	2929

QUESTION 23. HERE ARE SOME REASONS OTHERS HAVE GIVEN FOR NOT PLANNING TO GET FINANCIAL AID FOR STUDY FROM SOURCES OUTSIDE THE FAMILY. WHICH OF THESE REASONS APPLY TO YOU? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'DOES APPLY TO ME'													
I DO NOT WANT TO GO INTO DEBT	44.4	48.2	40.7	38.4	50.3	47.9	44.3	45.4	46.5	47.4	48.6	43.9	36.7
MY PARENTS OR I WILL BE ABLE TO PAY FOR MORE EDUCATION WITHOUT GETTING ANY OUTSIDE FINANCIAL AID	41.1	43.3	39.0	43.2	40.9	37.7	43.2	28.9	35.0	38.1	34.5	41.3	53.1
I DO NOT EXPECT TO QUALIFY FOR THE SCHOLARSHIP OR LOAN I'M INTERESTED IN BECAUSE OF MY FAMILY'S INCOME	27.7	28.9	26.5	32.5	25.1	22.1	27.4	28.8	28.1	27.7	22.9	27.0	37.8
I DO NOT EXPECT TO QUALIFY FOR THE SCHOLARSHIP OR LOAN I'M INTERESTED IN BECAUSE OF MY HIGH SCHOOL GRADES	27.1	31.8	22.4	22.2	34.3	26.9	25.8	32.7	38.4	33.5	27.8	26.3	23.5
I DO NOT EXPECT TO QUALIFY FOR THE SCHOLARSHIP OR LOAN I'M INTERESTED IN BECAUSE OF MY TEST SCORES	23.9	25.7	22.1	21.2	27.0	25.8	22.5	30.4	33.0	30.9	23.1	23.8	20.3
I DO NOT PLAN TO GET MORE SCHOOLING	22.7	21.5	24.0	8.6	30.6	38.8	22.1	24.9	23.5	31.1	31.3	20.1	10.0
STUDENTS FROM MY RACIAL OR ETHNIC GROUP HAVE TOO MUCH DIFFICULTY GETTING FINANCIAL AID	10.9	12.2	9.5	8.0	14.4	11.6	7.7	32.0	21.8	19.8	12.1	8.8	7.4
SOME OTHER REASON	29.0	29.5	28.5	25.6	34.4	32.2	26.8	39.3	36.4	36.7	31.5	27.6	22.9
NUMBER OF STUDENTS ANSWERING QUESTION													
I DO NOT WANT TO GO INTO DEBT	15673	7692	7863	6684	4910	3802	11991	1903	686	2341	4269	6574	2489
MY PARENTS OR I WILL BE ABLE TO PAY FOR MORE EDUCATION WITHOUT GETTING ANY OUTSIDE FINANCIAL AID	15743	7732	7892	6695	4942	3829	12020	1935	699	2366	4278	6604	2491
I DO NOT EXPECT TO QUALIFY FOR THE SCHOLARSHIP OR LOAN I'M INTERESTED IN BECAUSE OF MY FAMILY'S INCOME	15648	7670	7856	6690	4892	3793	11979	1907	684	2330	4267	6554	2497
I DO NOT EXPECT TO QUALIFY FOR THE SCHOLARSHIP OR LOAN I'M INTERESTED IN BECAUSE OF MY HIGH SCHOOL GRADES	15662	7683	7860	6696	4887	3807	11974	1911	691	2328	4267	6570	2497
I DO NOT EXPECT TO QUALIFY FOR THE SCHOLARSHIP OR LOAN I'M INTERESTED IN BECAUSE OF MY TEST SCORES	15596	7644	7834	6682	4854	3787	11936	1904	677	2309	4254	6540	2493
I DO NOT PLAN TO GET MORE SCHOOLING	15999	7860	8012	6793	5021	3905	12189	1981	707	2435	4346	6672	2542
STUDENTS FROM MY RACIAL OR ETHNIC GROUP HAVE TOO MUCH DIFFICULTY GETTING FINANCIAL AID	15624	7662	7842	6687	4867	3796	11978	1893	680	2324	4247	6556	2497
SOME OTHER REASON	14549	7157	7282	6248	4514	3529	11251	1741	681	2157	3950	6114	2328

QUESTION 24. HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOU IN SELECTING A JOB OR CAREER? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'VERY IMPORTANT'													
OPPORTUNITIES TO BE HELPFUL TO OTHERS OR USEFUL TO SOCIETY	53.1	42.1	64.0	57.4	50.3	48.4	52.2	61.7	57.2	51.9	51.9	53.2	55.9
OPPORTUNITIES TO WORK WITH PEOPLE RATHER THAN THINGS	48.9	36.0	61.7	52.7	46.5	45.1	48.3	55.5	55.1	47.3	46.7	49.7	51.5
OPPORTUNITIES TO BE ORIGINAL AND CREATIVE	39.0	37.2	40.6	42.2	38.6	34.0	38.6	41.2	36.8	37.4	35.1	39.4	45.4
LIVING AND WORKING IN THE WORLD OF IDEAS	34.6	32.3	36.8	37.3	33.9	30.9	34.0	39.0	38.6	34.9	32.3	33.6	40.5
OPPORTUNITIES FOR MODERATE BUT STEADY PROGRESS RATHER THAN THE CHANCE OF EXTREME SUCCESS OR FAILURE	33.7	32.0	35.4	30.7	34.9	37.9	33.4	38.9	36.3	32.3	36.4	34.4	29.1
AVOIDING A HIGH-PRESSURE JOB THAT TAKES TOO MUCH OUT OF YOU	30.7	31.8	29.7	28.7	32.3	32.7	30.6	29.2	32.9	29.0	29.7	30.9	33.2
HAVING A POSITION THAT IS LOOKED UP TO BY OTHERS	25.4	28.6	22.3	22.7	28.4	26.5	23.1	41.4	35.2	32.8	26.0	24.2	21.4
FREEDOM FROM SUPERVISION IN MY WORK	23.4	29.1	17.7	22.2	26.2	22.3	22.6	26.7	27.0	25.4	21.6	22.7	26.1
MAKING A LOT OF MONEY	22.2	28.5	15.9	17.0	26.5	26.1	19.9	39.6	25.6	32.9	23.1	20.3	17.0
THE CHANCE TO BE A LEADER	15.9	21.9	9.9	16.6	17.1	12.9	14.4	28.8	17.9	19.1	16.8	15.3	16.9
NUMBER OF STUDENTS ANSWERING QUESTION													
OPPORTUNITIES TO BE HELPFUL TO OTHERS OR USEFUL TO SOCIETY	16175	7934	8113	6866	5076	3953	12342	1979	715	2467	4394	6740	2574
OPPORTUNITIES TO WORK WITH PEOPLE RATHER THAN THINGS	16155	7929	8099	6849	5077	3948	12330	1989	711	2463	4391	6733	2568
OPPORTUNITIES TO BE ORIGINAL AND CREATIVE	16176	7949	8099	6862	5080	3955	12337	1983	715	2466	4397	6740	2573
LIVING AND WORKING IN THE WORLD OF IDEAS	16092	7896	8067	6826	5065	3942	12277	1967	709	2449	4379	6712	2556
OPPORTUNITIES FOR MODERATE BUT STEADY PROGRESS RATHER THAN THE CHANCE OF EXTREME SUCCESS OR FAILURE	16026	7876	8023	6811	5023	3914	12251	1949	700	2408	4367	6698	2553
AVOIDING A HIGH-PRESSURE JOB THAT TAKES TOO MUCH OUT OF YOU	16135	7926	8083	6847	5067	3943	12316	1971	710	2459	4385	6727	2570
HAVING A POSITION THAT IS LOOKED UP TO BY OTHERS	16189	7942	8119	6859	5090	3959	12345	1991	718	2467	4404	6748	2570
FREEDOM FROM SUPERVISION IN MY WORK	16047	7887	8033	6831	5022	3914	12284	1932	705	2416	4367	6703	2561
MAKING A LOT OF MONEY	16258	7988	8142	6877	5112	3987	12375	2007	725	2504	4419	6758	2577
THE CHANCE TO BE A LEADER	16124	7913	8082	6851	5049	3945	12324	1960	714	2442	4379	6733	2570

QUESTION 25. WHICH OF THE FOLLOWING OCCUPATIONAL CATEGORIES BEST DESCRIBES THE WORK THAT YOU WOULD LIKE TO DO, THE WORK THAT YOUR FATHER (OR MALE GUARDIAN) DOES, AND THE WORK THAT YOUR MOTHER (OR FEMALE GUARDIAN) DOES?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
THE WORK YOU WOULD LIKE TO DO													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CLERICAL SUCH AS BANK TELLER, BOOKKEEPER, SECRETARY, TYPIST, MAIL CARRIER, TICKET AGENT	14.7	2.1	26.4	5.6	14.1	33.6	13.6	20.4	21.3	21.4	20.4	14.1	9.7
CRAFTSMAN SUCH AS BAKER, AUTOMOBILE MECHANIC, MACHINIST, PAINTER, PLUMBER, TELEPHONE INSTALLER, CARPENTER	7.7	15.5	0.6	3.2	10.5	14.6	7.9	3.7	8.5	11.0	9.9	7.5	3.8
FARMER, FARM MANAGER	1.6	2.8	0.5	1.1	2.2	1.8	1.6	0.5	0.7	1.5	1.9	1.7	1.0
HOMEMAKER OR HOUSEWIFE	3.0	0.1	5.8	1.8	4.7	3.8	3.2	1.8	2.2	3.3	3.5	3.0	2.4
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, SANITARY WORKER, FARM LABORER	2.9	4.9	0.3	1.4	3.8	3.5	2.5	2.0	2.5	3.4	3.3	2.2	1.9
MANAGER, ADMINISTRATOR, SUCH AS SALES MANAGER, OFFICE MANAGER, SCHOOL ADMINISTRATOR, BUYER, RESTAURANT MANAGER, GOVERNMENT OFFICIAL	3.1	4.9	1.4	3.5	3.0	2.3	3.1	3.6	3.8	2.5	2.9	3.3	3.6
MILITARY SUCH AS CAREER OFFICER, ENLISTED MAN OR WOMAN IN THE ARMED FORCES	2.4	4.2	0.8	1.9	3.4	2.4	2.4	3.6	1.8	3.0	3.2	2.2	1.9
OPERATIVE SUCH AS MEAT CUTTER; ASSEMBLER; MACHINE OPERATOR; WELDER; TAXICAB, BUS, OR TRUCK DRIVER; GAS STATION ATTENDANT	2.3	4.0	0.8	1.2	3.0	3.0	2.3	3.0	1.8	2.6	3.2	2.3	1.1
PROFESSIONAL SUCH AS ACCOUNTANT, ARTIST, CLERGYMAN, DENTIST, PHYSICIAN, REGISTERED NURSE, ENGINEER, LAWYER, LIBRARIAN, TEACHER, WRITER, SCIENTIST, SOCIAL WORKER, ACTOR, ACTRESS	44.7	41.2	47.9	65.8	32.2	13.5	45.4	30.4	37.5	28.2	32.7	45.8	65.1
PROPRIETOR OR OWNER SUCH AS OWNER OF A SMALL BUSINESS, CONTRACTOR, RESTAURANT OWNER	1.8	3.3	0.3	1.5	2.7	1.5	2.0	1.0	1.6	2.0	1.6	1.8	2.3
PROTECTIVE SERVICE SUCH AS DETECTIVE, POLICEMAN OR GUARD, SHERIFF, FIREMAN	2.2	4.1	0.4	1.7	3.5	1.7	2.3	1.1	2.6	2.6	1.8	2.0	1.4
SALES SUCH AS SALESMAN, SALES CLERK, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	3.0	2.6	3.4	2.4	3.8	3.3	3.1	2.0	1.4	4.2	3.3	3.0	2.2
SERVICE SUCH AS BARBER, BEAUTICIAN, PRACTICAL NURSE, PRIVATE HOUSEHOLD WORKER, JANITOR, WAITER	4.2	1.5	6.7	2.4	6.2	5.6	4.3	2.7	4.8	5.9	5.9	3.6	2.7
TECHNICAL SUCH AS DRAFTSMAN, MEDICAL OR DENTAL TECHNICIAN, COMPUTER PROGRAMMER	6.7	8.8	4.7	6.6	7.0	6.4	6.5	9.1	9.4	8.4	6.8	7.0	5.1
NUMBER OF STUDENTS ANSWERING QUESTION	12369	5830	6444	5936	3451	2776	10118	1051	458	1151	3360	5565	2288
THE WORK YOUR FATHER DOES													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CLERICAL SUCH AS BANK TELLER, BOOKKEEPER, SECRETARY, TYPIST, MAIL CARRIER, TICKET AGENT	2.8	3.1	2.5	2.7	3.1	2.5	2.6	3.2	4.3	3.3	1.5	3.0	1.7
CRAFTSMAN SUCH AS BAKER, AUTOMOBILE MECHANIC, MACHINIST, PAINTER, PLUMBER, TELEPHONE INSTALLER, CARPENTER	17.8	17.9	17.7	14.7	19.9	22.3	17.4	21.2	22.3	22.9	24.7	20.0	1.8
FARMER, FARM MANAGER	5.1	5.4	4.7	3.8	6.2	6.7	5.2	4.8	3.8	6.4	8.1	4.9	1.1
HOMEMAKER OR HOUSEWIFE	0.2	0.2	0.2	0.1	0.3	0.4	0.2	0.8	1.0	0.5	0.4	0.1	0.1
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, SANITARY WORKER, FARM LABORER	11.0	10.9	11.8	8.1	12.1	15.6	9.5	22.9	24.4	16.2	21.2	8.8	1.1
MANAGER, ADMINISTRATOR, SUCH AS SALES MANAGER, OFFICE MANAGER, SCHOOL ADMINISTRATOR, BUYER, RESTAURANT MANAGER, GOVERNMENT OFFICIAL	13.8	14.4	13.2	17.0	12.3	8.4	14.7	4.9	7.1	10.6	9.1	15.9	21.6
MILITARY SUCH AS CAREER OFFICER, ENLISTED MAN OR WOMAN IN THE ARMED FORCES	2.7	2.8	2.5	2.4	3.0	2.7	2.5	4.5	1.0	2.8	1.2	3.4	2.9
OPERATIVE SUCH AS MEAT CUTTER; ASSEMBLER; MACHINE OPERATOR; WELDER; TAXICAB, BUS, OR TRUCK DRIVER; GAS STATION ATTENDANT	11.6	10.5	12.8	7.9	13.8	17.3	11.1	18.4	13.1	11.2	20.6	11.2	0.8
PROFESSIONAL SUCH AS ACCOUNTANT, ARTIST, CLERGYMAN, DENTIST, PHYSICIAN, REGISTERED NURSE, ENGINEER, LAWYER, LIBRARIAN TEACHER, WRITER, SCIENTIST, SOCIAL WORKER, ACTOR, ACTRESS	14.4	15.5	13.5	21.0	10.0	5.2	15.4	5.0	7.1	9.6	1.8	6.7	51.3

QUESTION 25. WHICH OF THE FOLLOWING OCCUPATIONAL CATEGORIES BEST DESCRIBES THE WORK THAT YOU WOULD LIKE TO DO, THE WORK THAT YOUR FATHER (OR MALE GUARDIAN) DOES, AND THE WORK THAT YOUR MOTHER (OR FEMALE GUARDIAN) DOES?--CONTINUED

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
PROPRIETOR OR OWNER SUCH AS OWNER OF A SMALL BUSINESS, CONTRACTOR, RESTAURANT OWNER	7.0	6.6	7.3	7.6	6.4	6.4	7.4	2.9	5.1	4.9	6.0	8.4	9.8
PROTECTIVE SERVICE SUCH AS DETECTIVE, POLICEMAN OR GUARD, SHERIFF, FIREMAN	2.5	2.2	2.8	2.3	2.5	2.9	2.6	2.0	0.8	1.7	1.6	3.7	1.0
SALES SUCH AS SALESMAN, SALES CLERK, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	6.0	5.9	6.0	7.1	5.1	4.7	6.5	1.1	4.0	4.5	2.7	7.5	7.1
SERVICE SUCH AS BARBER, BEAUTICIAN, PRACTICAL NURSE, PRIVATE HOUSEHOLD WORKER, JANITOR, WAITER	2.2	2.1	2.3	1.8	2.6	2.3	1.7	6.3	3.9	2.2	4.0	1.9	0.3
TECHNICAL SUCH AS DRAFTSMAN, MEDICAL OR DENTAL TECHNICIAN, COMPUTER PROGRAMMER	3.0	3.1	2.9	3.4	2.5	2.6	3.1	2.1	2.0	3.1	1.0	3.9	3.5
NUMBER OF STUDENTS ANSWERING QUESTION	12630	6069	6469	6054	3609	2773	10311	1084	472	1079	3497	3705	2339
THE WORK YOUR MOTHER DOES													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CLERICAL SUCH AS BANK TELLER, BOOKKEEPER, SECRETARY, TYPIST, MAIL CARRIER, TICKET AGENT	15.9	15.8	16.0	18.4	14.0	13.0	17.0	8.5	5.0	9.8	10.7	20.2	16.0
CRAFTSMAN SUCH AS BAKER, AUTOMOBILE MECHANIC, MACHINIST, PAINTER, PLUMBER, TELEPHONE INSTALLER, CARPENTER	0.7	0.5	0.8	0.7	0.5	0.9	0.6	1.1	0.3	0.7	1.0	0.7	0.1
FARMER, FARM MANAGER	1.1	1.2	1.0	0.7	1.5	1.3	1.0	2.7	2.0	2.3	1.6	0.7	0.7
HOMEMAKER OR HOUSEWIFE	55.5	55.6	55.4	52.1	56.0	61.1	55.1	50.6	74.7	66.0	60.4	51.9	52.2
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, SANITARY WORKER, FARM LABORER	1.3	1.5	1.1	1.2	1.4	1.6	1.3	1.8	1.5	1.2	2.7	1.0	0.2
MANAGER, ADMINISTRATOR, SUCH AS SALES MANAGER, OFFICE MANAGER, SCHOOL ADMINISTRATOR, BUYER, RESTAURANT MANAGER, GOVERNMENT OFFICIAL	1.7	1.6	1.8	1.7	1.8	1.6	1.7	2.1	0.8	1.0	1.7	2.0	1.3
MILITARY SUCH AS CAREER OFFICER, ENLISTED MAN OR WOMAN IN THE ARMED FORCES	0.2	0.2	0.2	0.1	0.2	0.3	0.1	0.2	-	0.5	0.2	0.1	0.1
OPERATIVE SUCH AS MEAT CUTTER; ASSEMBLER; MACHINE OPERATOR; WELDER; TAXICAB, BUS, OR TRUCK DRIVER; GAS STATION ATTENDANT	3.1	2.6	3.7	2.4	3.6	4.3	3.1	4.5	2.7	3.6	5.6	2.7	0.6
PROFESSIONAL SUCH AS ACCOUNTANT, ARTIST, CLERGYMAN, DENTIST, PHYSICIAN, REGISTERED NURSE, ENGINEER, LAWYER, LIBRARIAN, TEACHER, WRITER, SCIENTIST, SOCIAL WORKER, ACTOR, ACTRESS	9.1	9.2	8.9	12.3	7.1	4.6	9.1	11.4	3.2	4.6	4.4	7.5	21.9
PROPRIETOR OR OWNER SUCH AS OWNER OF A SMALL BUSINESS, CONTRACTOR, RESTAURANT OWNER	1.2	1.2	1.2	1.3	1.3	0.9	1.3	0.7	1.0	1.3	0.8	1.5	1.2
PROTECTIVE SERVICE SUCH AS DETECTIVE, POLICEMAN OR GUARD, SHERIFF, FIREMAN	0.2	0.4	0.1	0.2	0.3	0.2	0.2	0.3	0.2	0.4	0.3	0.2	0.1
SALES SUCH AS SALESMAN, SALES CLERK, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	3.5	3.5	3.6	3.4	3.5	3.8	3.7	2.0	2.5	1.9	3.4	4.2	2.7
SERVICE SUCH AS BARBER, BEAUTICIAN, PRACTICAL NURSE, PRIVATE HOUSEHOLD WORKER, JANITOR, WAITER	5.7	6.2	5.2	4.5	7.4	5.8	5.1	13.1	4.9	6.0	6.8	6.3	2.5
TECHNICAL SUCH AS DRAFTSMAN, MEDICAL OR DENTAL TECHNICIAN, COMPUTER PROGRAMMER	0.7	0.6	0.8	0.8	0.6	0.6	0.6	1.1	1.2	0.7	0.3	0.9	0.8
NUMBER OF STUDENTS ANSWERING QUESTION	13269	6305	6861	6145	3880	3033	10571	1287	550	1415	3704	5811	2339

QUESTION 26. HOW IMPORTANT WAS EACH OF THE FOLLOWING FACTORS IN DETERMINING THE KIND OF WORK YOU PLAN TO BE DOING FOR MOST OF YOUR LIFE? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'VERY IMPORTANT'													
WORK THAT SEEMS IMPORTANT AND INTERESTING TO ME	78.5	75.0	82.1	83.4	74.6	74.8	78.9	77.9	76.9	73.5	76.0	79.5	83.6
MEETING AND WORKING WITH SOCIABLE, FRIENDLY PEOPLE	57.4	47.2	67.3	53.8	58.9	61.6	55.9	67.6	66.8	62.2	59.6	56.3	52.8
FREEDOM TO MAKE MY OWN DECISIONS	43.2	46.3	40.1	42.5	44.8	42.5	41.9	51.9	45.3	48.9	41.2	41.1	47.3
OPPORTUNITY FOR PROMOTION AND ADVANCEMENT IN THE LONG RUN	41.3	47.6	35.0	35.1	43.5	50.0	39.3	57.7	48.3	47.9	43.7	40.4	35.0
JOB SECURITY AND PERMANENCE	40.8	43.8	37.8	35.4	43.9	47.4	39.7	51.3	46.1	44.5	44.4	40.9	35.8
GOOD INCOME TO START OR WITHIN A FEW YEARS	31.5	36.3	26.6	24.9	36.2	37.9	29.1	50.1	41.4	39.8	33.9	30.2	24.5
JOB OPENINGS AVAILABLE IN THE OCCUPATION	28.8	27.4	30.3	24.6	31.7	33.2	27.6	39.0	34.6	34.8	30.5	28.4	22.6
WORK MATCHES A HOBBY INTEREST OF MINE	25.8	27.7	24.0	26.5	26.7	23.6	25.5	28.0	27.1	26.7	23.7	25.3	29.8
PREVIOUS WORK EXPERIENCE IN THE AREA	19.4	19.6	19.4	16.5	19.6	24.5	18.9	22.1	23.3	21.5	20.7	19.2	16.5
RELATIVE OR FRIEND IN THE SAME LINE OF WORK	13.4	15.5	11.3	12.6	13.9	14.2	13.4	13.1	14.3	14.6	13.2	13.2	13.3
NUMBER OF STUDENTS ANSWERING QUESTION													
WORK THAT SEEMS IMPORTANT AND INTERESTING TO ME	15994	7839	8029	6814	4997	3908	12246	1942	702	2407	4353	6685	2549
MEETING AND WORKING WITH SOCIABLE, FRIENDLY PEOPLE	16004	7846	8034	6798	5014	3914	12245	1950	703	2409	4363	6693	2539
FREEDOM TO MAKE MY OWN DECISIONS	15917	7820	7973	6778	4973	3892	12199	1919	698	2388	4329	6666	2534
OPPORTUNITY FOR PROMOTION AND ADVANCEMENT IN THE LONG RUN	15899	7808	7967	6776	4960	3886	12198	1914	695	2372	4334	6664	2529
JOB SECURITY AND PERMANENCE	15864	7794	7947	6773	4939	3876	12187	1895	688	2362	4330	6644	2528
GOOD INCOME TO START OR WITHIN A FEW YEARS	15940	7833	7985	6801	4977	3885	12230	1913	696	2384	4341	6674	2541
JOB OPENINGS AVAILABLE IN THE OCCUPATION	15937	7823	7988	6797	4970	3894	12222	1921	695	2384	4334	6672	2547
WORK MATCHES A HOBBY INTEREST OF MINE	15881	7810	7949	6777	4953	3874	12183	1908	693	2370	4323	6650	2538
PREVIOUS WORK EXPERIENCE IN THE AREA	15982	7846	8010	6799	4992	3915	12245	1933	698	2403	4347	6691	2541
RELATIVE OR FRIEND IN THE SAME LINE OF WORK	15983	7842	8014	6816	4989	3902	12244	1929	702	2395	4350	6694	2544

QUESTION 27. WHEN DID YOU FIRST DECIDE WHETHER YOU WOULD GO TO COLLEGE OR NOT?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS*													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
I DECIDED BEFORE THE 10TH GRADE	42.5	42.8	42.0	63.1	29.1	22.2	44.5	33.2	29.7	26.7	32.9	44.3	65.1
I DECIDED IN THE 10TH GRADE	7.5	7.2	7.7	7.4	7.3	8.1	7.4	8.8	7.7	7.2	8.1	7.9	5.7
I DECIDED IN THE 11TH GRADE	12.2	11.6	12.7	9.8	13.3	15.5	12.0	14.7	14.1	13.2	14.3	12.4	7.5
I DECIDED THIS YEAR	18.9	18.0	20.0	12.1	24.1	25.0	18.7	18.1	25.7	20.7	22.1	19.1	12.4
I'M STILL UNDECIDED	18.9	20.3	17.6	7.7	26.3	29.2	17.4	25.2	22.7	32.2	22.6	16.3	9.3
NUMBER OF STUDENTS ANSWERING QUESTION	16161	7953	8083	6868	5085	3930	12284	2031	725	2487	4379	6725	2570

QUESTION 28. WHATEVER YOUR PLANS, DO YOU THINK YOU HAVE THE ABILITY TO COMPLETE COLLEGE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES, DEFINITELY	41.3	42.1	40.6	60.5	28.7	22.0	42.6	39.8	32.3	26.3	32.7	43.1	61.7
YES, PROBABLY	32.9	31.1	34.6	30.2	34.0	36.2	32.9	33.8	36.0	30.5	34.6	35.0	26.8
NOT SURE	17.9	18.9	16.9	8.2	25.0	26.8	16.9	20.1	23.5	27.2	22.0	16.1	8.9
I DOUBT IT	4.9	5.1	4.7	0.9	7.5	9.2	4.8	3.8	4.6	8.0	6.9	4.0	1.6
DEFINITELY NOT	3.0	2.8	3.2	0.2	4.8	5.9	2.7	2.5	3.5	8.0	3.9	1.7	1.0
NUMBER OF STUDENTS ANSWERING QUESTION	16164	7941	8098	6882	5085	3919	12268	2016	725	2482	4378	6731	2573

QUESTION 29. WHAT IS THE HIGHEST LEVEL OF EDUCATION THAT YOU WOULD LIKE TO ATTAIN, AND THAT WHICH YOU PLAN TO ATTAIN?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WOULD LIKE TO ATTAIN													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LESS THAN HIGH SCHOOL GRADUATION	0.7	0.6	0.8	0.3	0.9	1.1	0.4	2.2	1.1	2.0	1.1	0.4	0.3
GRADUATE FROM HIGH SCHOOL BUT NOT GO BEYOND THAT	5.7	4.9	6.5	1.6	8.3	13.0	5.7	5.4	4.8	9.7	8.9	5.2	1.7
GRADUATE FROM HIGH SCHOOL AND THEN GO TO A VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL	19.3	17.7	20.8	7.1	26.8	40.9	19.4	16.2	19.2	26.3	29.4	18.4	6.1
GO TO A JUNIOR COLLEGE	8.4	6.4	10.3	4.2	12.1	13.6	8.1	11.3	11.2	13.3	9.3	8.7	4.6
GO TO A FOUR-YEAR COLLEGE OR UNIVERSITY	29.2	29.6	28.7	32.1	29.8	20.9	29.6	27.3	35.5	24.1	26.5	31.1	30.1
GO TO A GRADUATE OR PROFESSIONAL SCHOOL AFTER COLLEGE	36.8	40.8	33.0	54.7	22.0	10.5	36.9	37.8	28.3	24.6	24.9	36.2	57.3
NUMBER OF STUDENTS ANSWERING QUESTION	10986	5275	5626	5578	2981	2277	9059	897	905	913	2937	4994	2142
PLAN TO ATTAIN													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LESS THAN HIGH SCHOOL GRADUATION	2.2	2.4	2.0	0.6	3.6	4.2	1.8	3.5	3.2	8.4	2.7	1.4	0.6
GRADUATE FROM HIGH SCHOOL BUT NOT GO BEYOND THAT	17.0	13.4	20.4	4.4	24.6	36.7	17.4	11.5	12.2	22.6	27.2	15.9	5.2
GRADUATE FROM HIGH SCHOOL AND THEN GO TO A VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL	18.5	18.1	19.0	8.6	29.7	32.8	18.1	22.9	23.4	23.9	24.7	18.8	7.7
GO TO A JUNIOR COLLEGE	12.5	11.6	13.9	9.9	16.8	13.0	12.5	10.6	18.1	14.7	12.6	13.8	8.5
GO TO A FOUR-YEAR COLLEGE OR UNIVERSITY	38.9	38.0	39.8	54.9	23.7	11.3	37.5	39.0	33.7	22.3	26.8	39.1	52.4
GO TO A GRADUATE OR PROFESSIONAL SCHOOL AFTER COLLEGE	12.8	16.6	9.3	21.6	5.6	2.0	12.6	12.4	9.4	8.1	6.7	11.6	25.5
NUMBER OF STUDENTS ANSWERING QUESTION	12083	9815	6179	5905	3355	2601	9841	1083	441	1175	3228	5415	2265

QUESTION 30. WHAT ARE YOUR PLANS FOR MILITARY SERVICE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DOESN'T APPLY TO ME	52.1	19.9	85.3	50.8	49.9	57.0	51.4	59.4	50.8	51.5	52.8	52.0	52.0
I DEFINITELY PLAN TO VOLUNTEER FOR SERVICE FOR A PERIOD OF TWO OR MORE YEARS	4.5	8.0	0.9	3.1	5.7	5.5	4.2	5.5	7.4	5.4	5.2	4.3	3.0
I WOULD SERIOUSLY CONSIDER VOLUNTEERING FOR A PERIOD OF TWO OR MORE YEARS	5.0	7.9	2.1	4.0	6.4	5.1	5.0	4.5	3.6	7.0	5.3	4.8	3.4
I MIGHT CONSIDER VOLUNTEERING	8.2	12.4	4.0	7.2	9.7	8.2	8.2	8.1	8.9	8.5	9.2	8.1	6.9
I WOULD NOT CONSIDER VOLUNTEERING	10.6	19.7	1.7	13.7	9.3	6.8	11.3	9.1	7.4	7.4	8.6	11.2	15.0
I HAVE NO PLANS AT THIS TIME	19.6	33.1	6.0	21.2	19.0	17.3	19.9	13.4	21.8	20.2	19.0	19.6	19.9
NUMBER OF STUDENTS ANSWERING QUESTION	14024	7909	7998	6815	5029	3909	12255	1967	717	2413	4178	6694	2567

QUESTION 31. WHAT IS THE ONE THING THAT MOST LIKELY WILL TAKE THE LARGEST SHARE OF YOUR TIME IN THE YEAR AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WORKING FULL TIME	25.6	24.9	26.3	8.6	33.3	46.6	24.9	28.9	28.0	38.4	39.1	22.6	8.6
ENTERING AN APPRENTICESHIP OR ON-THE-JOB TRAINING PROGRAM	2.8	4.1	1.6	1.2	4.7	3.8	2.8	3.0	3.1	4.7	3.4	2.6	1.0
GOING INTO REGULAR MILITARY SERVICE (OR SERVICE ACADEMY)	3.5	6.2	0.9	2.3	4.8	4.2	3.4	4.2	6.2	4.0	4.7	3.1	2.5
BEING A FULL-TIME HOMEMAKER	2.8	0.1	5.5	0.9	3.9	4.7	2.9	2.0	2.2	2.9	4.0	2.6	1.2
TAKING VOCATIONAL OR TECHNICAL COURSES AT A TRADE OR BUSINESS SCHOOL FULL TIME OR PART TIME	9.1	7.4	10.8	4.7	11.0	14.9	8.9	12.5	8.6	10.5	11.8	9.0	4.3
TAKING ACADEMIC COURSES AT A JUNIOR OR COMMUNITY COLLEGE FULL TIME OR PART TIME	10.8	10.9	10.7	13.6	10.9	5.3	11.6	5.2	10.3	8.6	7.8	15.0	11.8
TAKING TECHNICAL OR VOCATIONAL SUBJECTS AT A JUNIOR OR COMMUNITY COLLEGE FULL TIME OR PART TIME	5.4	5.3	5.5	4.9	5.8	6.0	5.3	4.9	11.0	5.2	5.2	6.2	4.0
ATTENDING A FOUR-YEAR COLLEGE OR UNIVERSITY FULL TIME OR PART TIME	33.6	34.3	32.9	60.4	16.7	6.5	34.7	33.2	25.0	16.5	21.9	35.2	61.3
WORKING PART TIME, BUT NOT ATTENDING SCHOOL OR COLLEGE	2.1	1.9	2.3	1.0	3.1	2.7	2.0	2.6	2.5	3.2	2.2	2.0	1.1
OTHER (TRAVEL, TAKE A BREAK, NO PLANS)	4.1	4.9	3.4	2.3	5.7	5.4	3.9	3.6	3.1	4.0	3.9	3.6	4.3
NUMBER OF STUDENTS ANSWERING QUESTION	16132	7935	8072	6824	5084	3947	12264	2027	715	2483	4392	6709	2552

QUESTION 32. WHEN DO YOU PLAN TO GO TO WORK FULL TIME?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BEFORE JUNE 1972	27.9	33.2	23.0	21.2	29.7	28.3	27.8	25.9	27.8	32.2	26.9	27.0	25.1
JUNE THROUGH AUGUST 1972	59.3	53.6	64.9	61.6	52.5	56.2	55.9	57.1	48.9	50.0	56.8	57.1	59.8
SEPTEMBER THROUGH DECEMBER 1972	11.9	7.9	15.6	12.3	11.9	11.6	12.0	9.1	17.4	10.6	12.8	11.9	13.1
IN JANUARY 1973 OR LATER	4.9	5.3	4.5	4.8	6.1	3.9	4.3	7.9	5.9	7.1	4.3	4.0	2.0
NUMBER OF STUDENTS ANSWERING QUESTION	4309	2029	2245	602	1723	1894	3114	611	215	1002	1943	1546	218

QUESTION 33. DO YOU HAVE A DEFINITE JOB LINED UP AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES, I'LL CONTINUE IN A JOB I NOW HAVE	29.7	34.8	24.8	29.0	27.2	31.7	32.1	16.7	19.2	27.3	26.9	32.4	37.3
YES, I HAVE A NEW JOB LINED UP	21.9	30.4	13.8	24.8	24.1	18.9	21.5	29.0	22.3	24.0	22.2	20.6	19.8
NO, BUT I'VE INQUIRED AT EMPLOYMENT AGENCIES OR POTENTIAL EMPLOYERS, LOOKED IN THE NEWSPAPERS, ETC.	31.6	21.9	40.8	32.3	30.0	33.4	30.6	40.0	39.2	28.8	32.5	33.4	27.9
NO, I HAVEN'T DONE ANYTHING YET TO GET A JOB	16.9	12.9	20.6	13.9	18.7	16.0	15.8	23.3	19.4	20.7	18.4	13.6	15.0
NUMBER OF STUDENTS AKSWERING QUESTION	4334	2045	2255	609	1733	1900	3125	612	216	1007	1950	1553	224

QUESTION 34. WOULD YOU BE WILLING TO MOVE FROM THIS TOWN OR CITY IN ORDER TO GET A JOB YOU WANT?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES, I WOULD PREFER TO MOVE AWAY	20.1	21.6	18.7	21.4	21.5	17.9	19.0	27.0	18.2	25.6	18.0	18.9	20.9
YES, IT MAKES NO DIFFERENCE TO ME	25.4	30.5	20.7	22.9	25.9	26.0	25.9	21.7	28.0	23.6	25.4	25.9	29.0
YES, BUT I WOULD PREFER TO FIND WORK IN THIS COMMUNITY	33.8	33.4	34.1	31.6	33.7	35.0	34.2	30.7	35.6	29.9	36.0	34.6	29.0
NO, I AM NOT WILLING TO MOVE	20.7	14.5	26.4	24.1	18.9	21.0	21.0	20.6	18.2	20.8	20.6	20.6	21.1
NUMBER OF STUDENTS ANSWERING QUESTION	4527	2041	2252	603	1736	1895	3124	609	214	1003	1949	1552	223

QUESTION 35. IS THE WORK IN THE JOB YOU PLAN TO GET AFTER HIGH SCHOOL THE KIND OF WORK YOU THINK YOU WILL BE DOING FOR MOST OF YOUR LIFE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES	26.4	29.1	23.8	19.0	23.4	31.7	26.5	22.8	19.4	31.0	25.8	24.4	27.4
YES, IF I LIKE THE WORK	17.5	16.9	18.1	12.3	16.4	20.3	17.7	17.6	22.4	18.7	20.2	15.7	9.1
YES, IF I SUCCEED	9.8	10.6	9.2	7.7	9.6	10.9	9.1	14.8	14.6	10.6	11.5	8.0	8.4
NO, I EXPECT TO BE A HOMEMAKER	10.7	0.2	20.6	10.9	9.4	12.0	12.8	9.4	6.3	9.8	11.1	13.4	9.6
NO, I EXPECT TO GET FURTHER EDUCATION SO I CAN ENTER A DIFFERENT OCCUPATION	18.0	18.0	14.2	29.8	17.2	10.0	15.2	20.2	19.8	12.0	14.3	18.4	24.5
NO, I EXPECT TO GO INTO MILITARY SERVICE	1.5	2.8	0.4	1.5	2.1	1.0	1.5	2.0	1.3	2.8	1.2	1.4	0.1
NO, I EXPECT TO CHANGE TO A DIFFERENT TYPE OF WORK	12.4	16.2	8.8	12.3	14.5	10.5	13.0	12.3	8.9	12.8	10.9	12.9	16.7
NO, SOME OTHER REASON	5.6	6.3	4.9	6.5	7.5	5.7	4.8	6.9	7.3	6.5	5.1	5.7	4.2
NUMBER OF STUDENTS ANSWERING QUESTION	4296	2026	2236	599	1719	1885	3105	607	209	991	1539	1546	220

QUESTION 36. DO YOU HAVE DEFINITE PLANS TO CONTINUE YOUR SCHOOLING PART TIME WHILE WORKING FULL TIME DURING THE YEAR AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	76.7	73.3	80.0	68.8	75.5	80.4	78.4	65.6	68.0	77.7	77.9	75.9	71.4
YES, I PLAN TO ATTEND A VOCATIONAL, TECHNICAL, TRADE, OR BUSINESS SCHOOL PART TIME	13.2	14.9	11.4	11.7	13.6	13.4	11.9	21.2	20.3	12.3	13.7	13.4	11.8
YES, I PLAN TO TAKE A CORRESPONDENCE COURSE LEADING TO A VOCATIONAL CERTIFICATION	1.3	1.4	1.2	1.5	1.6	0.7	1.2	1.2	2.7	1.7	1.5	1.0	0.2
YES, I PLAN TO ATTEND COLLEGE OR UNIVERSITY PART TIME	8.1	9.5	6.6	15.9	8.4	5.0	7.8	11.1	7.7	7.6	6.3	8.7	16.1
YES, I PLAN TO TAKE A CORRESPONDENCE COURSE LEADING TO A REGULAR COLLEGE DEGREE	0.8	0.9	0.8	2.1	0.9	0.4	0.7	1.0	1.3	0.8	0.6	1.1	0.5
NUMBER OF STUDENTS ANSWERING QUESTION	4047	1899	2118	571	1602	1788	2980	538	198	876	1480	1485	206

'QUESTION 37. HERE ARE SOME REASONS OTHERS HAVE GIVEN FOR NOT CONTINUING THEIR EDUCATION FULL TIME DURING THE YEAR AFTER THEY LEAVE HIGH SCHOOL. WHICH OF THESE REASONS APPLY TO YOU? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'APPLIES TO ME'													
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	47.7	40.5	54.0	35.8	44.3	54.8	49.9	40.9	32.4	44.4	50.4	48.0	40.5
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	44.1	44.4	44.0	52.1	46.9	38.7	44.1	49.3	46.6	37.5	42.9	46.8	56.5
PLAN TO BE MARRIED	39.6	30.6	47.7	35.8	39.9	40.7	39.9	36.4	38.4	44.3	38.7	39.4	29.7
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	33.9	36.4	31.6	48.4	36.6	28.1	32.1	48.1	48.5	33.6	34.8	32.5	38.5
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	28.6	32.8	24.9	22.2	29.0	30.2	29.7	19.3	19.3	30.9	28.5	27.8	26.9
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	19.2	23.7	15.2	12.9	24.4	16.7	18.0	27.6	28.5	24.0	20.8	15.2	18.5
NEED TO EARN MONEY TO SUPPORT MY FAMILY	14.9	16.6	13.4	10.8	15.7	15.7	11.7	34.2	25.7	24.8	14.6	11.2	6.9
FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF A SCHOOL IN THE AREA, ETC.	10.1	12.1	8.2	13.5	10.6	8.5	7.8	19.6	25.3	11.5	9.9	9.8	8.0
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	8.1	9.6	6.7	3.1	10.3	7.6	6.5	19.0	14.3	12.8	9.4	5.8	2.7
DISCOURAGED FROM CONTINUING BY PARENTS	7.6	6.6	8.5	6.2	8.4	7.3	6.7	11.6	15.2	12.1	7.9	5.7	6.5
AM WAITING TO ENTER ARMED SERVICE	6.6	11.7	2.0	4.7	7.6	6.3	5.5	11.4	14.7	12.9	5.9	4.5	2.5
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	4.3	5.2	3.6	2.4	5.7	3.8	3.0	11.0	11.0	8.4	3.6	3.1	2.0
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	4.1	5.1	3.3	2.4	3.9	5.1	3.2	7.3	11.1	7.7	4.5	2.0	3.8
APPLIED AT ONE OR MORE SCHOOLS, BUT WAS NOT ACCEPTED	2.9	4.1	1.7	3.8	2.8	2.4	1.8	7.8	8.1	4.7	2.5	2.3	2.1
OTHER	35.0	37.8	32.4	32.1	37.2	33.5	33.8	41.9	42.5	39.5	34.8	32.4	38.8
NUMBER OF STUDENTS ANSWERING QUESTION													
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	3178	1491	1704	618	1239	1469	2371	588	138	724	1169	1129	156
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	3161	1462	1695	619	1233	1443	2364	578	140	715	1168	1129	157
PLAN TO BE MARRIED	3148	1454	1692	611	1235	1436	2364	582	146	718	1165	1110	155
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	3227	1478	1729	624	1260	1476	2393	606	148	742	1180	1143	162
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	3128	1441	1664	610	1222	1430	2348	570	138	714	1163	1114	157
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	3175	1459	1698	618	1239	1491	2370	587	140	726	1184	1128	157
NEED TO EARN MONEY TO SUPPORT MY FAMILY	3215	1479	1715	620	1249	1477	2388	599	149	747	1173	1137	158
FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF A SCHOOL IN THE AREA, ETC.	3160	1449	1687	619	1229	1445	2357	587	137	719	1159	1126	156
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	3150	1444	1690	617	1230	1444	2361	581	140	723	1158	1120	157
DISCOURAGED FROM CONTINUING BY PARENTS	3153	1441	1688	620	1228	1439	2359	581	138	716	1159	1122	157
AM WAITING TO ENTER ARMED SERVICE	3139	1436	1678	615	1222	1436	2350	578	139	712	1156	1114	157
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	3149	1441	1684	618	1227	1437	2355	583	139	714	1156	1122	157
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	3159	1446	1689	619	1230	1443	2365	580	140	719	1159	1124	157
APPLIED AT ONE OR MORE SCHOOLS, BUT WAS NOT ACCEPTED	3146	1437	1685	617	1224	1439	2359	579	138	716	1156	1119	157
OTHER	2602	1198	1382	383	993	1185	1951	515	104	590	935	955	122

QUESTION 38. WHEN DO YOU PLAN TO ENTER YOUR APPRENTICESHIP OR ON-THE-JOB TRAINING PROGRAM?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BEFORE JUNE 1972	16.4	17.0	14.4	17.6	15.3	17.9	15.6	14.3	22.9	21.5	16.4	11.2	26.4
JUNE THROUGH AUGUST 1972	43.2	44.3	39.9	35.0	43.3	47.9	44.4	43.7	24.1	38.8	46.0	47.8	21.3
SEPTEMBER THROUGH DECEMBER 1972	26.4	24.5	32.5	31.9	29.4	28.2	26.2	31.7	43.0	27.6	29.0	27.4	24.6
IN JANUARY 1973 OR LATER	13.8	14.1	13.2	15.5	16.0	9.9	14.0	10.2	10.0	12.2	12.6	13.6	27.6
NUMBER OF STUDENTS ANSWERING QUESTION	520	363	153	84	263	171	373	79	27	142	170	182	26

QUESTION 39. IS THE WORK YOU WILL TRAIN FOR IN THE APPRENTICESHIP OR TRAINING PROGRAM THE KIND OF WORK YOU PLAN TO BE DOING FOR MOST OF YOUR LIFE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES	92.9	97.2	83.2	87.8	96.2	89.9	93.2	81.8	95.9	80.6	87.1	92.3	92.8
YES, IF I LIKE THE WORK	20.9	14.9	35.3	27.3	18.1	20.6	21.4	19.7	18.0	12.8	20.2	27.0	14.9
YES, IF I SUCCEED	14.0	13.1	15.7	12.7	11.6	18.2	15.0	19.1	10.7	12.7	28.3	8.8	20.7
NO, I EXPECT TO BECOME A HOMEMAKER	1.4	-	5.1	-	1.9	1.6	1.0	2.2	-	0.8	3.8	0.8	-
NO, I EXPECT TO GET FURTHER EDUCATION SO I CAN ENTER A DIFFERENT OCCUPATION	3.6	3.7	3.5	5.7	4.0	1.9	2.9	10.0	-	2.0	2.0	6.0	3.6
NO, I EXPECT TO ENTER MILITARY SERVICE	0.4	0.5	0.3	-	0.4	0.8	0.3	0.4	2.6	0.0	-	0.7	-
NO, I EXPECT TO CHANGE TO A DIFFERENT TYPE OF WORK	4.0	4.8	3.6	4.1	3.6	4.6	3.1	5.7	9.4	7.6	3.1	2.9	-
NO, SOME OTHER REASON	3.1	3.0	3.9	2.4	4.4	1.9	2.4	5.1	3.3	2.8	4.4	1.5	8.0
NUMBER OF STUDENTS ANSWERING QUESTION	928	566	158	86	265	175	581	79	27	141	174	187	26

QUESTION 40. HOW LONG DO YOU THINK YOUR APPRENTICESHIP OR TRAINING WILL LAST?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LESS THAN SIX MONTHS	10.7	9.2	14.6	8.9	11.9	9.8	10.4	19.4	13.3	13.7	6.8	10.7	16.5
SIX MONTHS UP TO ONE YEAR	20.3	19.6	22.6	23.2	20.8	18.2	19.7	26.5	28.1	15.6	25.0	23.5	8.1
MORE THAN A YEAR, UP TO TWO YEARS	16.0	16.9	12.7	18.9	17.5	11.8	15.4	12.6	4.8	18.9	13.9	16.7	21.9
MORE THAN TWO YEARS, UP TO THREE YEARS	7.5	8.8	4.3	9.7	8.1	3.4	9.3	3.8	12.8	2.8	7.7	11.2	3.9
MORE THAN THREE YEARS	14.4	14.4	1.3	19.8	10.7	18.5	17.4	7.8	3.2	12.2	21.3	11.2	13.7
I DON'T KNOW	30.9	30.1	33.7	20.3	31.0	38.4	28.8	34.1	37.8	37.1	27.9	28.5	33.8
NUMBER OF STUDENTS ANSWERING QUESTION	927	565	157	87	262	176	580	78	27	141	173	187	26

QUESTION 41. DO YOU HAVE DEFINITE PLANS TO CONTINUE YOUR SCHOOLING PART TIME WHILE YOU ARE IN YOUR APPRENTICESHIP OR TRAINING PROGRAM IN THE YEAR AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	55.6	53.0	55.7	48.2	51.6	60.3	54.0	54.3	32.4	54.1	59.9	50.5	38.6
YES, I PLAN TO ATTEND A VOCATIONAL, TECHNICAL, TRADE, OR BUSINESS SCHOOL PART TIME	27.3	28.9	27.3	21.3	24.6	34.9	28.9	25.4	56.4	28.3	22.9	30.3	34.8
YES, I PLAN TO TAKE A CORRESPONDENCE COURSE LEADING TO A VOCATIONAL CERTIFICATION	4.4	4.3	4.8	6.3	4.5	3.2	3.9	10.8	3.8	5.1	5.0	4.2	-
YES, I PLAN TO ATTEND COLLEGE OR UNIVERSITY PART TIME	12.6	13.1	11.7	22.1	15.9	1.6	13.1	8.1	9.4	12.6	12.7	10.8	27.9
YES, I PLAN TO TAKE A CORRESPONDENCE COURSE LEADING TO A REGULAR COLLEGE DEGREE	2.1	2.7	0.6	2.1	3.3	-	2.9	1.4	-	1.9	-	4.1	-
NUMBER OF STUDENTS ANSWERING QUESTION	452	319	129	80	229	143	339	59	23	112	151	167	22

QUESTION 42. HERE ARE SOME REASONS OTHERS HAVE GIVEN FOR NOT CONTINUING THEIR EDUCATION FULL TIME DURING THE YEAR AFTER THEY LEAVE HIGH SCHOOL. WHICH OF THESE REASONS APPLY TO YOU? ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE!

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'APPLIES TO ME'													
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	43.4	45.2	39.1	37.3	52.3	33.8	45.2	18.8	29.1	33.8	54.5	41.7	42.6
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	38.3	38.1	39.2	37.9	41.1	36.9	38.6	32.8	25.6	40.1	38.7	36.5	77.0
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	33.8	30.3	43.1	35.1	33.8	33.1	30.6	54.6	39.6	33.4	33.3	33.9	33.9
SCHOOL IS NOT FOR ME: I DON'T LIKE IT	27.3	33.0	11.8	19.8	32.6	29.7	29.6	38.9	20.1	29.0	23.4	28.7	32.6
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	23.1	25.2	17.3	15.1	30.2	16.5	19.5	33.0	37.3	31.8	17.2	24.0	7.5
PLAN TO BE MARRIED	21.8	22.2	19.9	18.1	21.2	24.4	23.4	23.4	-	30.1	24.2	17.4	-
NEED TO EARN MONEY TO SUPPORT MY FAMILY	14.9	14.4	15.1	13.5	15.3	15.0	11.7	29.7	26.8	24.1	19.2	11.5	-
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	12.7	12.7	13.1	3.2	16.3	12.3	12.1	8.2	25.2	18.4	14.3	9.0	-
FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF SCHOOL IN THE AREA, ETC.	10.8	11.1	10.2	4.2	16.3	6.0	8.2	28.1	21.9	13.9	11.0	10.1	-
DISCOURAGED FROM CONTINUING BY PARENTS	8.9	9.4	7.8	6.7	12.0	5.4	7.4	14.9	10.5	10.6	1.5	5.0	22.5
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	8.0	9.0	13.6	-	11.7	6.6	4.7	11.7	17.8	16.0	3.8	7.9	-
APPLIED AT ONE OR MORE SCHOOLS BUT WAS NOT ACCEPTED	4.8	4.4	6.0	3.7	6.0	3.7	3.2	8.6	25.7	7.7	3.3	4.7	-
AM WAITING TO ENTER ARMED SERVICE	4.7	5.8	1.7	1.6	9.2	5.7	2.0	16.1	26.8	7.5	3.8	4.2	-
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	4.6	4.1	6.2	1.0	5.6	5.0	2.8	10.5	21.6	11.4	3.0	1.7	-
OTHER	44.6	40.9	53.8	43.7	50.4	37.6	45.1	55.3	32.9	41.4	40.5	41.5	49.8
NUMBER OF STUDENTS ANSWERING QUESTION													
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	289	202	85	48	143	98	210	40	13	78	97	102	12
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	285	197	86	48	139	98	209	40	11	78	96	98	13
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	290	202	86	47	145	98	212	40	12	81	98	99	12
SCHOOL IS NOT FOR ME: I DON'T LIKE IT	287	199	86	47	142	98	206	43	12	80	98	97	12
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	285	199	84	47	142	96	207	41	12	78	96	99	12
PLAN TO BE MARRIED	284	198	84	46	143	95	207	41	12	77	99	96	12
NEED TO EARN MONEY TO SUPPORT MY FAMILY	291	206	85	46	146	99	212	41	13	82	96	101	12
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	284	198	84	46	142	96	207	40	12	79	96	97	12
FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF SCHOOL IN THE AREA, ETC.	287	201	84	46	145	96	209	41	12	79	98	98	12
DISCOURAGED FROM CONTINUING BY PARENTS	284	198	84	46	141	97	208	39	12	78	96	98	12
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	281	195	84	46	139	96	208	37	12	75	96	98	12
APPLIED AT ONE OR MORE SCHOOLS BUT WAS NOT ACCEPTED	284	198	84	47	141	96	207	40	12	79	95	98	12
AM WAITING TO ENTER ARMED SERVICE	283	198	83	46	141	96	207	39	12	79	95	97	12
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	284	198	84	46	141	97	207	40	12	78	97	97	12
OTHER	248	166	80	39	120	89	183	38	9	71	82	82	13

QUESTION 43. WHEN DO YOU PLAN TO ENTER MILITARY SERVICE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BEFORE JUNE 1972	6.2	6.4	2.8	5.2	6.6	6.7	4.6	7.3	11.0	9.9	8.0	3.9	2.5
JUNE THROUGH AUGUST 1972	49.2	49.9	41.8	58.3	45.1	47.7	51.0	49.0	43.0	42.0	45.4	53.8	56.0
SEPTEMBER THROUGH DECEMBER 1972	30.9	30.8	33.8	31.6	29.5	32.3	30.8	29.7	29.9	28.9	32.9	32.0	24.6
IN JANUARY 1973 OR LATER	13.7	13.0	18.5	4.8	18.9	13.4	13.6	14.1	16.1	19.2	13.6	10.4	16.9
NUMBER OF STUDENTS ANSWERING QUESTION	596	521	69	194	255	175	434	91	43	111	205	220	58

QUESTION 44. WHICH SERVICE WILL YOU MOST LIKELY ENTER (INCLUDING RESERVE OR NATIONAL GUARD WITHIN THE APPROPRIATE SERVICE)?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ARMY	20.6	20.7	19.3	15.2	22.6	24.8	19.0	22.3	36.2	17.9	25.1	16.7	24.5
AIR FORCE	29.3	28.1	39.4	36.1	28.4	30.2	29.5	42.2	19.4	27.1	34.6	29.1	17.4
NAVY	34.2	35.3	28.3	38.7	34.9	29.9	37.3	20.3	25.7	32.8	27.2	40.4	36.7
MARINE CORPS	9.2	8.9	12.3	9.3	8.1	9.7	7.5	12.8	13.7	14.9	6.8	9.0	8.9
COAST GUARD	2.6	3.1	-	5.2	2.0	1.2	2.8	-	1.4	1.8	0.3	2.2	12.5
I DON'T KNOW	4.0	4.0	3.7	1.5	4.7	4.9	3.9	2.4	3.5	5.6	6.0	2.6	-
NUMBER OF STUDENTS ANSWERING QUESTION	906	523	69	194	255	177	432	84	44	114	204	220	98

QUESTION 45. HOW DO YOU PLAN TO ENTER MILITARY SERVICE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
I WILL ENLIST	88.0	85.2	92.2	76.3	89.5	91.7	85.9	85.0	87.1	79.8	89.8	90.0	71.1
I WILL ENTER VIA THE DRAFT	1.6	1.8	-	-	2.0	1.9	1.4	1.6	2.4	3.1	1.7	1.3	-
I WILL ATTEND A SERVICE ACADEMY	0.1	0.8	3.7	21.9	3.7	1.3	0.7	3.5	2.9	5.7	4.6	6.1	28.9
I DON'T KNOW	4.3	4.2	4.1	2.2	4.8	5.1	5.0	9.9	7.7	11.5	4.0	2.6	-
NUMBER OF STUDENTS ANSWERING QUESTION	599	526	69	193	253	179	434	84	44	115	206	220	98

QUESTION 46. HOW IMPORTANT WAS EACH OF THE FOLLOWING IN HELPING YOU DECIDE TO ENTER THE MILITARY SERVICE AFTER LEAVING HIGH SCHOOL? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'VERY IMPORTANT'													
WANTED TO ENTER MILITARY SERVICE	52.1	50.2	66.3	43.4	55.0	57.9	53.0	54.9	46.9	54.0	55.4	53.6	35.4
WANTED TO GET VOCATIONAL OR JOB TRAINING IN THE SERVICE	51.4	50.9	54.4	41.8	55.7	55.9	50.7	63.1	46.1	52.2	53.1	52.2	43.1
WANTED TO TRAVEL, SEE THE WORLD, OR GET AWAY FROM HOME	47.6	45.2	61.8	38.6	49.0	55.5	48.9	52.8	36.5	43.8	45.8	53.0	40.7
WANTED TO SUPPORT MYSELF	40.6	39.1	49.3	32.4	44.2	43.6	38.0	68.9	32.7	45.6	36.7	42.0	40.1
WANTED TO EARN MONEY FOR MY EDUCATION OR BECOME ELIGIBLE FOR EDUCATION AND OTHER BENEFITS UNDER THE GI BILL	39.0	38.5	41.8	44.8	37.6	36.0	36.0	54.9	47.7	29.3	35.5	45.8	41.1
WANTED TO GET A COLLEGE EDUCATION IN THE SERVICE	33.2	31.2	46.9	43.1	30.6	27.4	30.6	49.6	31.8	26.5	31.3	35.7	40.5
WANTED TO HAVE A CAREER IN THE MILITARY	26.6	26.3	28.8	30.9	28.6	19.9	25.9	36.8	15.8	30.8	29.3	24.7	19.9
COULD EARN MORE MONEY IN MILITARY SERVICE THAN IN CIVILIAN LIFE	17.7	17.8	15.6	10.6	21.0	19.2	15.7	35.0	13.9	20.7	17.3	17.4	15.1
WANTED TO FULFILL MY DRAFT OBLIGATION	14.8	16.4	0.3	9.4	16.0	18.6	13.3	16.1	21.4	21.8	12.7	14.1	13.3
RECENT PAY INCREASES FOR MILITARY RECRUITS	14.2	14.5	11.3	10.2	16.9	14.9	13.0	23.0	12.8	20.4	13.1	12.6	13.6
WANTED TO SUPPORT MY FAMILY	12.9	13.6	6.0	7.1	15.6	14.2	10.2	28.6	16.4	21.6	12.1	13.2	1.5
A LOW DRAFT-LOTTERY NUMBER	7.9	8.8	-	3.9	8.0	10.7	7.4	11.7	9.0	10.7	7.3	8.1	4.8
COULD NOT AFFORD THE CIVILIAN SCHOOLING I WANTED	6.5	6.6	4.5	10.1	5.6	4.0	6.7	10.5	1.5	7.2	6.4	6.3	6.3
PARENTS OR COUNSELORS ADVISED ME TO ENTER MILITARY SERVICE	6.2	6.5	2.2	5.2	7.1	6.1	5.6	5.8	14.6	7.3	4.4	7.6	5.1
DID NOT GET THE CIVILIAN JOB I WANTED	2.4	2.3	3.7	0.6	3.9	1.8	1.3	7.7	9.2	4.0	2.5	2.4	-
DID NOT HAVE A CIVILIAN SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	1.4	1.6	-	0.6	2.9	-	0.7	2.2	5.0	3.9	1.0	1.1	-
DID NOT QUALIFY FOR THE CIVILIAN SCHOOLING I WANTED	0.5	0.4	1.5	0.6	0.8	0.1	0.4	0.4	-	0.2	0.9	0.5	-
NUMBER OF STUDENTS ANSWERING QUESTION													
WANTED TO ENTER MILITARY SERVICE	592	520	68	156	253	173	434	82	43	109	206	217	60
WANTED TO GET VOCATIONAL OR JOB TRAINING IN THE SERVICE	586	516	66	156	249	172	430	80	43	108	204	214	60
WANTED TO TRAVEL, SEE THE WORLD, OR GET AWAY FROM HOME	589	517	68	157	250	173	433	78	44	108	205	216	60
WANTED TO SUPPORT MYSELF	592	520	68	157	253	172	435	82	42	109	205	218	60
WANTED TO EARN MONEY FOR MY EDUCATION OR BECOME ELIGIBLE FOR EDUCATION AND OTHER BENEFITS UNDER THE GI BILL	588	519	65	156	252	171	432	80	43	108	204	216	60
WANTED TO GET A COLLEGE EDUCATION IN THE SERVICE	588	516	68	157	249	173	432	81	42	109	202	218	59
WANTED TO HAVE A CAREER IN THE MILITARY	585	511	70	155	249	172	431	78	42	109	203	213	60
COULD EARN MORE MONEY IN MILITARY SERVICE THAN IN CIVILIAN LIFE	583	512	67	152	251	170	428	79	43	109	203	214	57
WANTED TO FULFILL MY DRAFT OBLIGATION	584	515	65	157	248	169	430	79	42	106	203	215	60
RECENT PAY INCREASES FOR MILITARY RECRUITS	585	515	66	157	248	171	431	79	42	107	203	216	59
WANTED TO SUPPORT MY FAMILY	585	515	67	156	250	169	433	78	41	109	200	217	59
A LOW DRAFT-LOTTERY NUMBER	583	516	63	155	248	171	432	75	43	108	204	212	59
COULD NOT AFFORD THE CIVILIAN SCHOOLING I WANTED	581	511	66	156	247	169	430	76	41	105	202	215	59
PARENTS OR COUNSELORS ADVISED ME TO ENTER MILITARY SERVICE	585	514	67	157	249	169	431	79	42	108	202	216	59
DID NOT GET THE CIVILIAN JOB I WANTED	586	514	66	157	248	169	430	79	42	106	203	216	59
DID NOT HAVE A CIVILIAN SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	578	509	65	155	246	168	429	75	43	105	201	213	59
DID NOT QUALIFY FOR THE CIVILIAN SCHOOLING I WANTED	582	513	65	157	246	170	431	76	42	108	201	215	58

QUESTION 47. HOW LONG DO YOU EXPECT TO BE ON FULL-TIME ACTIVE DUTY IN THE MILITARY SERVICE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FOR INITIAL TRAINING FOR THE NATIONAL GUARD OR RESERVE ONLY	2.8	3.0	-	0.4	3.6	4.2	2.3	0.5	11.4	2.7	5.4	1.4	-
FOR ONE TWO-YEAR TOUR OF DUTY ONLY	8.3	8.2	9.4	7.8	7.8	9.9	7.4	10.6	17.3	12.5	9.0	8.9	10.7
FOR ONE THREE- OR FOUR-YEAR TOUR OF DUTY ONLY	35.5	34.2	44.7	29.0	37.1	39.6	34.1	41.0	37.3	28.3	32.2	41.9	34.1
FOR MORE THAN ONE TOUR OF DUTY, BUT LESS THAN A FULL CAREER TERM	9.4	9.3	10.9	10.5	9.5	8.5	10.6	6.3	6.6	8.1	9.3	9.4	11.4
FOR A FULL CAREER TERM (20 YEARS MINIMUM)	15.2	16.4	7.1	20.8	15.1	9.9	16.1	17.6	1.5	15.6	15.9	15.1	12.8
I DON'T KNOW	28.8	28.9	27.9	31.5	26.9	28.0	29.5	23.9	26.0	32.9	32.2	23.3	31.1
NUMBER OF STUDENTS ANSWERING QUESTION	588	517	67	157	246	175	429	82	43	106	203	220	59

QUESTION 48. WHAT DO YOU PLAN TO DO WHEN YOU GET OUT OF MILITARY SERVICE? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'APPLIES TO ME'													
FIND FULL-TIME WORK	71.3	70.5	76.7	64.7	69.8	79.8	71.1	69.2	70.1	75.4	74.7	71.1	54.8
BE MARRIED	54.4	53.9	57.1	50.9	54.1	57.9	51.7	74.9	47.2	59.9	62.2	47.7	44.6
GO TO A COLLEGE, EITHER FULL OR PART TIME	41.9	41.4	47.0	57.5	37.1	32.3	40.7	46.8	44.5	38.2	33.0	47.3	55.6
FIND PART-TIME WORK	31.5	32.6	24.5	41.0	31.4	22.5	31.3	30.1	34.4	32.2	25.9	33.2	41.9
ATTEND A VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL, EITHER FULL OR PART TIME	31.1	32.5	23.1	25.0	31.1	36.0	30.3	35.2	38.1	34.0	30.7	35.0	16.1
ENTER AN APPRENTICESHIP OR ON-THE-JOB TRAINING PROGRAM	25.5	27.0	16.7	22.3	26.3	28.1	24.4	28.0	34.8	35.3	23.5	24.3	21.2
RETIRE	14.0	15.7	3.2	17.1	15.4	9.4	13.8	20.2	11.3	15.4	15.2	12.4	13.9
OTHER	25.9	25.3	31.5	26.9	27.1	23.9	21.5	42.0	36.5	33.8	23.7	25.5	22.7
I DON'T KNOW	22.8	21.5	31.0	26.1	21.7	19.8	21.3	33.2	25.1	34.2	18.8	20.6	24.9
NUMBER OF STUDENTS ANSWERING QUESTION													
FIND FULL-TIME WORK	535	471	60	137	232	157	396	70	39	97	184	202	52
BE MARRIED	531	465	62	141	230	151	392	72	36	97	185	194	55
GO TO A COLLEGE, EITHER FULL OR PART TIME	539	474	61	144	236	151	396	71	40	100	193	200	56
FIND PART-TIME WORK	524	460	60	136	226	153	387	67	39	97	183	190	54
ATTEND A VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL, EITHER FULL OR PART TIME	534	470	60	141	229	155	398	67	38	97	185	197	55
ENTER AN APPRENTICESHIP OR ON-THE-JOB TRAINING PROGRAM	524	460	60	139	223	153	390	66	37	95	181	193	55
RETIRE	530	466	60	140	229	157	395	67	37	95	185	195	55
OTHER	509	449	57	134	222	146	377	66	35	94	176	184	55
I DON'T KNOW	513	450	60	141	221	141	382	67	35	93	177	185	58

QUESTION 49. HERE ARE SOME REASONS OTHERS HAVE GIVEN FOR NOT CONTINUING THEIR EDUCATION FULL TIME DURING THE YEAR AFTER THEY LEAVE HIGH SCHOOL. WHICH OF THESE REASONS APPLY TO YOU? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'APPLIES TO ME'													
AM WAITING TO ENTER ARMED SERVICE	75.9	76.1	76.6	69.4	80.5	77.1	74.9	80.3	82.4	79.2	82.6	73.0	62.3
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	37.9	37.2	44.9	34.0	46.8	29.4	35.7	42.6	44.4	35.4	35.5	43.9	29.3
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	30.4	29.8	36.3	36.7	30.8	23.7	28.7	42.9	27.5	29.7	30.7	31.4	27.6
PLAN TO BE MARRIED	29.0	31.0	14.6	16.5	33.6	35.6	26.6	38.4	38.1	40.3	30.3	28.2	13.1
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	20.2	20.0	22.5	10.6	30.1	15.8	18.9	22.4	32.1	21.8	18.5	19.5	24.9
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	19.6	20.7	12.9	8.9	28.3	19.1	17.4	29.4	30.3	29.8	23.6	13.8	13.2
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	14.0	15.1	7.1	9.7	16.6	15.3	13.4	7.8	20.3	14.7	16.9	11.6	12.5
OF ATTENDING, AVAILABILITY OF SCHOOLS IN THE AREA, ETC. FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST	11.8	10.6	18.3	11.5	15.0	8.0	9.2	18.7	15.2	15.9	10.1	12.1	10.5
NEED TO EARN MONEY TO SUPPORT MY FAMILY	10.4	10.0	11.9	4.1	14.0	11.8	7.0	17.9	18.0	24.9	11.2	6.3	1.4
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	8.5	8.7	7.2	1.7	12.2	10.5	6.1	15.7	23.5	16.0	8.2	7.0	3.9
DISCOURAGED FROM CONTINUING BY PARENTS	5.7	5.7	3.6	5.0	6.4	5.8	4.9	9.6	10.4	6.6	8.0	4.5	2.2
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	4.8	5.3	0.9	2.7	5.0	7.0	4.1	8.0	5.0	7.4	6.3	3.3	2.1
APPLIED AT ONE OR MORE SCHOOLS, BUT WAS NOT ACCEPTED	3.2	3.5	1.6	3.2	3.9	2.4	1.8	9.0	5.5	9.3	4.2	0.8	-
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	2.9	3.2	1.0	1.8	3.6	3.0	1.6	4.3	5.7	8.4	1.7	2.3	2.2
OTHER	27.4	25.6	39.1	28.2	27.1	26.7	22.1	55.2	28.3	35.1	26.7	26.7	21.9
NUMBER OF STUDENTS ANSWERING QUESTION													
AM WAITING TO ENTER ARMED SERVICE	561	492	65	152	238	162	414	77	40	99	196	208	58
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	559	489	66	152	237	161	412	76	40	97	196	208	58
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	567	496	67	153	240	165	416	79	41	101	199	209	58
PLAN TO BE MARRIED	554	485	65	151	234	160	408	75	39	96	195	205	58
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	567	496	67	153	242	163	415	79	41	100	199	209	59
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	560	492	64	154	237	160	413	76	40	97	197	208	58
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	549	480	65	151	231	158	403	76	39	95	191	205	58
OF ATTENDING, AVAILABILITY OF SCHOOLS IN THE AREA, ETC. FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST	567	496	67	154	239	165	416	79	41	100	198	210	59
NEED TO EARN MONEY TO SUPPORT MY FAMILY	568	497	67	152	240	167	417	79	41	101	199	210	58
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	565	495	66	154	239	163	414	79	41	100	198	209	58
DISCOURAGED FROM CONTINUING BY PARENTS	559	490	65	153	237	161	413	76	38	97	196	208	58
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	563	493	66	154	238	162	412	78	40	99	199	207	58
APPLIED AT ONE OR MORE SCHOOLS, BUT WAS NOT ACCEPTED	562	493	65	154	237	162	414	77	40	98	197	209	58
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	563	494	65	154	238	162	414	78	40	98	198	209	58
OTHER	509	446	60	143	212	145	376	73	32	89	176	199	55

QUESTION 50. WHEN DO YOU PLAN TO BECOME A FULL-TIME HOMEMAKER?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BEFORE JUNE 1972	26.3	17.3	26.6	24.2	29.9	27.9	28.0	12.0	22.7	19.0	34.2	19.1	39.9
JUNE THROUGH AUGUST 1972	38.2	32.3	38.3	42.3	33.4	38.5	38.3	33.6	39.3	27.8	32.9	49.3	32.1
SEPTEMBER THROUGH DECEMBER 1972	14.6	22.3	14.4	10.2	16.9	13.5	13.6	26.6	26.2	21.5	12.6	15.0	7.2
IN JANUARY 1973 OR LATER	20.9	28.1	20.7	13.3	23.8	20.4	20.1	29.8	11.8	32.5	20.3	16.6	20.8
NUMBER OF STUDENTS ANSWERING QUESTION	471	15	456	64	208	183	378	41	18	85	183	173	30

QUESTION 51. FOR HOW LONG DO YOU PLAN TO REMAIN A FULL-TIME HOMEMAKER?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PERMANENTLY	37.6	27.1	38.0	37.4	34.9	39.8	38.5	21.4	12.1	31.7	40.1	39.5	28.5
UNTIL MY CHILDREN ARE FULLY GROWN	4.5	3.7	4.5	6.8	4.6	3.6	4.4	-	17.2	3.1	3.4	5.4	7.9
UNTIL MY CHILDREN ARE IN SCHOOL	13.5	13.3	13.5	9.5	12.4	16.2	13.1	21.8	21.4	15.0	15.2	11.6	11.0
ONLY FOR A FEW YEARS	6.0	3.8	6.1	7.9	7.5	4.1	5.2	9.2	14.2	7.4	5.9	3.9	13.9
I DON'T KNOW	38.5	52.3	38.0	38.5	40.5	36.3	38.9	47.5	35.0	42.8	35.4	39.5	38.7
NUMBER OF STUDENTS ANSWERING QUESTION	476	16	460	63	210	186	381	42	19	86	183	176	31

QUESTION 52. DO YOU EVER PLAN TO DO ANY OF THE FOLLOWING?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WORK PART TIME													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	12.1	25.7	11.6	7.2	13.3	13.2	8.8	27.4	33.1	17.5	13.7	10.4	-
YES	69.5	42.8	70.6	74.5	66.6	69.8	71.6	59.6	61.4	60.3	70.6	69.6	87.6
I DON'T KNOW	18.3	31.5	17.8	18.2	20.1	17.0	19.6	13.0	5.5	22.3	15.7	20.0	12.4
NUMBER OF STUDENTS ANSWERING QUESTION	423	14	409	55	193	160	338	37	19	78	160	160	25
WORK FULL TIME													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	26.6	-	27.7	29.1	29.1	22.2	26.7	18.5	31.2	27.8	25.5	27.4	24.7
YES	44.5	88.7	42.6	33.4	41.1	52.6	42.2	57.7	56.8	49.4	46.2	39.4	52.4
I DON'T KNOW	28.9	11.3	29.7	37.4	29.8	25.2	31.1	23.8	12.0	22.8	28.3	33.2	22.9
NUMBER OF STUDENTS ANSWERING QUESTION	422	17	405	52	189	165	340	39	18	79	162	156	25
ATTEND A VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL PART TIME													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	49.8	29.5	50.5	53.8	51.0	48.5	50.7	31.0	44.7	53.8	50.7	50.9	29.3
YES	23.7	25.9	23.6	22.8	25.9	21.3	21.3	44.8	40.4	15.7	26.3	22.5	34.7
I DON'T KNOW	26.5	44.7	25.9	23.3	23.1	30.2	28.0	24.3	14.8	30.5	22.9	26.6	36.0
NUMBER OF STUDENTS ANSWERING QUESTION	397	12	385	48	179	154	317	38	16	71	152	149	25
ATTEND A VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL FULL TIME													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	67.6	30.3	68.9	64.2	72.0	65.6	69.5	52.6	58.5	55.9	69.5	72.0	61.1
YES	8.3	18.0	8.0	12.5	4.2	11.6	6.4	25.5	18.0	13.4	7.6	5.7	15.2
I DON'T KNOW	24.1	51.7	23.1	23.3	23.7	22.7	24.1	22.0	23.5	30.7	22.9	22.3	23.7
NUMBER OF STUDENTS ANSWERING QUESTION	389	12	377	48	174	152	312	35	16	73	148	145	23
ATTEND COLLEGE PART TIME													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	67.8	50.3	68.4	40.9	63.9	82.5	69.7	48.4	63.5	62.4	76.5	68.6	30.5
YES	15.8	24.5	15.5	26.6	19.1	8.3	15.1	23.3	29.1	18.7	9.8	16.9	34.0
I DON'T KNOW	16.4	25.2	16.1	32.5	17.0	9.2	15.2	28.3	7.4	18.9	13.6	14.5	35.5
NUMBER OF STUDENTS ANSWERING QUESTION	393	12	381	50	178	150	314	36	17	71	149	148	25
ATTEND COLLEGE FULL TIME													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	80.9	55.2	81.8	65.5	78.0	89.1	83.7	50.8	76.8	66.7	86.6	85.1	60.2
YES	5.4	22.3	4.8	16.0	5.4	2.2	4.1	16.5	6.2	11.7	2.5	3.0	19.9
I DON'T KNOW	13.7	22.5	13.4	18.5	16.6	8.7	12.2	32.7	17.0	21.6	10.9	11.8	19.9
NUMBER OF STUDENTS ANSWERING QUESTION	386	12	374	49	174	148	308	36	16	72	146	145	23

QUESTION 53. DO YOU HAVE DEFINITE PLANS TO CONTINUE YOUR SCHOOLING PART TIME DURING THE YEAR AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	82.8	49.9	83.5	71.5	80.2	89.1	84.9	62.8	67.4	75.3	88.0	83.2	70.2
YES, I PLAN TO ATTEND A VOCATIONAL, TECHNICAL, TRADE, OR BUSINESS SCHOOL PART TIME	8.6	5.6	8.7	10.9	8.8	8.3	7.7	18.7	13.7	9.6	7.0	8.7	14.2
YES, I PLAN TO TAKE A CORRESPONDENCE COURSE LEADING TO VOCATIONAL CERTIFICATION	0.4	-	0.4	-	0.3	0.6	0.1	2.1	4.3	1.0	0.6	-	-
YES, I PLAN TO ATTEND COLLEGE OR UNIVERSITY PART TIME	6.0	30.5	5.5	12.4	8.7	0.6	5.6	5.2	14.6	8.0	3.6	6.9	13.2
YES, I PLAN TO TAKE A CORRESPONDENCE COURSE LEADING TO A REGULAR COLLEGE DEGREE	2.2	13.9	1.9	5.2	2.0	1.4	1.7	11.2	-	8.2	0.8	1.2	2.4
NUMBER OF STUDENTS ANSWERING QUESTION	446	10	436	61	152	177	359	39	18	74	171	171	30

QUESTION 54. HERE ARE SOME REASONS OTHERS HAVE GIVEN FOR NOT CONTINUING THEIR EDUCATION FULL TIME DURING THE YEAR AFTER THEY LEAVE HIGH SCHOOL. WHICH OF THESE REASONS APPLY TO YOU? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'APPLIES TO ME'													
PLAN TO BE MARRIED	90.2	69.4	90.9	93.6	88.5	91.5	92.8	76.6	70.1	80.9	90.0	95.1	84.1
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	64.7	30.8	65.9	51.3	64.2	69.5	66.4	44.2	51.3	53.2	72.0	65.9	43.9
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	30.0	28.5	30.1	42.8	27.9	25.9	28.7	46.7	49.4	28.7	23.5	36.4	35.0
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	25.2	34.9	24.8	9.8	23.1	30.6	23.9	21.6	29.5	26.5	25.2	27.2	10.4
NEED TO EARN MONEY TO SUPPORT MY FAMILY	24.9	38.2	24.5	15.3	28.3	24.9	22.7	30.3	49.2	24.3	24.5	27.0	17.9
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	24.0	38.3	23.5	23.9	21.3	26.9	21.5	42.9	33.8	20.7	22.7	25.9	29.2
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	8.9	30.1	8.0	1.8	9.3	10.1	6.0	10.5	53.4	13.7	8.6	7.9	3.7
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	6.9	20.5	6.4	1.8	9.5	5.8	5.5	5.3	33.6	16.5	2.7	7.5	3.7
FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF A SCHOOL IN THE AREA, ETC.	5.8	20.1	5.3	3.9	4.8	7.1	4.5	21.6	16.1	13.0	7.0	2.5	-
DISCOURAGED FROM CONTINUING BY PARENTS	4.0	6.5	3.9	4.1	2.5	4.8	3.5	-	7.9	3.9	5.4	2.7	4.3
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	2.6	16.5	2.1	2.9	1.4	3.9	1.2	2.5	7.3	6.5	2.5	1.5	-
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	2.6	12.4	2.2	6.6	2.4	1.6	1.8	4.5	7.3	3.9	2.5	2.5	-
APPLIED AT ONE OR MORE SCHOOLS, BUT WAS NOT ACCEPTED	1.6	16.5	1.1	7.0	0.8	0.8	0.8	2.6	9.5	5.6	0.4	1.5	-
OTHER	33.8	20.5	34.3	23.3	39.1	32.1	33.9	31.9	50.5	25.2	43.0	27.5	32.4
NUMBER OF STUDENTS ANSWERING QUESTION													
PLAN TO BE MARRIED	396	13	383	50	173	159	326	30	15	70	158	146	22
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	392	13	379	52	170	158	320	30	15	70	153	145	24
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	380	13	367	49	164	155	312	28	15	69	150	139	22
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	379	13	366	48	165	153	307	30	15	71	150	136	22
NEED TO EARN MONEY TO SUPPORT MY FAMILY	385	13	372	50	167	156	316	28	15	71	151	140	23
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	387	13	374	50	166	157	315	30	15	72	151	1	23
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	384	13	371	50	165	156	314	30	14	70	150	141	23
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	385	13	372	50	166	157	314	30	15	70	151	141	23
FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF A SCHOOL IN THE AREA, ETC.	385	13	372	50	166	157	314	30	15	70	151	141	23
DISCOURAGED FROM CONTINUING BY PARENTS	384	13	371	50	166	156	314	30	15	70	151	140	23
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	384	13	371	50	165	157	312	31	15	70	151	140	23
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	385	13	372	50	166	157	314	30	15	70	151	141	23
APPLIED AT ONE OR MORE SCHOOLS, BUT WAS NOT ACCEPTED	386	13	373	50	167	157	315	30	15	70	152	141	23
OTHER	330	11	319	44	144	131	272	25	14	57	135	117	21

QUESTION 55. WHEN DO YOU PLAN TO START CLASSES OR BEGIN TAKING COURSES IN A VOCATIONAL, TECHNICAL, TRADE, OR BUSINESS SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BEFORE JUNE 1972	3.9	3.2	4.5	3.0	3.1	5.2	3.6	5.5	3.2	5.2	4.0	3.0	5.8
JUNE THROUGH AUGUST 1972	17.5	13.9	20.4	21.4	16.1	17.0	17.5	18.6	11.8	17.2	19.7	16.5	13.3
SEPTEMBER THROUGH DECEMBER 1972	57.7	57.6	58.0	60.4	58.2	55.9	58.8	54.7	53.8	56.4	53.5	62.2	55.2
IN JANUARY 1973 OR LATER	20.8	25.3	17.1	15.2	22.6	21.9	20.1	21.3	31.2	21.1	22.8	18.3	25.7
NUMBER OF STUDENTS ANSWERING QUESTION	2226	989	1214	414	885	891	1581	398	112	437	769	878	142

QUESTION 56. HOW WILL YOU ENROLL IN THE COURSE OF STUDY YOU PLAN ON TAKING?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
REGULAR CLASSES FULL TIME	49.6	40.9	56.8	68.5	43.8	45.5	52.5	39.0	36.0	41.9	47.9	52.3	60.5
REGULAR CLASSES PART TIME	25.3	27.3	23.4	16.4	27.4	28.0	23.5	32.8	31.4	27.6	26.1	24.4	21.4
BY CORRESPONDENCE ONLY	2.5	3.6	1.5	1.8	3.7	1.8	2.7	2.6	2.3	1.7	3.4	2.7	2.3
I DON'T KNOW	22.6	28.2	18.3	13.3	25.1	24.7	21.3	25.5	30.3	28.8	22.6	21.1	15.8
NUMBER OF STUDENTS ANSWERING QUESTION	2249	1000	1226	420	896	895	1596	400	116	445	775	887	142

QUESTION 57. HOW LONG WILL IT TAKE YOU TO COMPLETE THE COURSE OF STUDY YOU PLAN ON?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LESS THAN SIX MONTHS	6.0	4.3	7.6	5.9	6.0	6.1	6.0	9.0	3.8	5.1	7.4	5.0	8.1
SIX MONTHS TO ONE YEAR	30.9	18.0	41.6	26.3	30.9	33.2	31.2	25.9	36.2	23.3	34.5	32.1	25.8
MORE THAN A YEAR, UP TO TWO YEARS	33.7	41.6	27.2	34.5	33.5	33.2	35.1	32.6	23.4	37.8	30.2	34.6	35.2
MORE THAN TWO YEARS	9.6	12.2	7.1	20.2	8.5	5.6	9.8	8.5	7.9	7.3	9.4	10.2	12.2
I DON'T KNOW	19.8	23.9	16.5	13.0	21.2	22.0	17.9	25.1	28.8	26.5	18.5	18.2	18.6
NUMBER OF STUDENTS ANSWERING QUESTION	2255	1002	1230	420	898	899	1599	402	117	444	776	889	146

QUESTION 58. DO YOU PLAN TO WORK AT THE SAME TIME YOU ARE TAKING THE COURSES?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	13.5	7.3	18.6	19.3	12.7	11.2	14.5	12.0	8.8	15.2	13.0	12.3	19.0
YES, 1 TO 5 HOURS A WEEK	4.6	3.1	5.8	3.0	7.0	3.1	2.7	15.8	5.8	8.7	4.2	3.2	4.2
YES, 6 TO 10 HOURS A WEEK	4.0	4.0	4.0	2.8	4.7	4.1	3.4	7.6	3.4	4.9	3.5	4.0	5.1
YES, 11 TO 15 HOURS A WEEK	3.7	2.5	4.7	4.1	3.0	4.1	4.2	1.6	3.2	2.9	4.6	3.3	3.0
YES, 16 TO 20 HOURS A WEEK	5.8	7.0	4.8	6.4	5.8	5.7	6.4	4.2	2.9	4.7	5.3	6.5	7.0
YES, MORE THAN 20 HOURS A WEEK	14.1	21.6	7.7	10.3	14.9	15.1	14.7	8.9	9.2	10.3	14.0	15.1	17.6
YES, BUT I DON'T KNOW HOW MANY HOURS A WEEK	40.2	42.6	38.4	37.9	38.6	42.9	40.2	37.1	46.3	35.4	41.9	42.5	31.0
I DON'T KNOW	14.1	12.0	15.9	16.2	13.2	13.9	14.0	12.8	21.2	18.0	13.5	13.1	13.1
NUMBER OF STUDENTS ANSWERING QUESTION	2252	1002	1227	418	897	899	1599	401	116	446	773	887	146

QUESTION 59. HAVE YOU SELECTED A PARTICULAR SCHOOL TO ATTEND AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	30.4	36.5	25.4	24.8	32.7	30.1	27.9	36.9	44.6	35.7	31.6	27.1	30.6
YES	69.6	63.5	74.6	75.2	67.3	69.9	72.1	63.1	55.4	64.3	68.4	72.9	69.4
NUMBER OF STUDENTS ANSWERING QUESTION	2270	1010	1237	423	902	905	1615	403	115	448	776	898	148

QUESTION 60. DO YOU PLAN TO TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY ONCE YOU FINISH YOUR VOCATIONAL TRAINING?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DEFINITELY	2.7	3.3	2.3	4.9	2.4	2.0	2.3	5.4	1.6	2.6	3.1	2.3	3.8
MAYBE	30.0	32.6	27.8	31.3	33.4	25.9	26.2	46.6	43.5	37.5	28.0	28.5	29.4
PROBABLY NOT	34.2	35.5	32.9	35.9	31.5	35.7	35.9	26.1	29.9	29.6	35.8	34.6	35.5
DEFINITELY NOT	33.1	28.6	37.0	27.9	32.7	36.4	35.6	21.9	25.1	30.3	33.1	34.6	31.4
NUMBER OF STUDENTS ANSWERING QUESTION	2265	1008	1235	425	897	903	1614	399	115	443	777	897	148

QUESTION 61. HOW MUCH DO YOU THINK YOUR VOCATIONAL TRAINING WILL COST YOU IN THE FIRST YEAR AFTER YOU LEAVE HIGH SCHOOL? PLEASE INCLUDE ALL EXPENSES FOR ONE YEAR (FEES, TUITION, ROOM AND BOARD, BOOKS, ETC.) IN YOUR ESTIMATE.

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LESS THAN $500	20.5	20.9	19.9	16.6	20.2	22.7	21.5	17.8	15.7	18.7	21.8	20.5	18.4
$500 - $749	12.0	11.7	12.4	16.1	10.8	11.0	12.3	10.4	15.2	9.5	13.3	12.3	10.1
$750 - $999	7.8	7.6	8.1	5.4	9.5	7.5	7.9	8.6	6.3	8.6	6.9	8.6	5.8
$1,000 - $1,499	11.6	8.7	14.1	12.8	11.8	10.9	12.3	10.0	5.6	9.7	12.8	11.4	11.8
$1,500 - $1,999	8.0	8.9	7.3	10.9	7.0	7.2	8.8	4.3	7.0	6.0	7.3	8.9	10.9
$2,000 - $2,499	4.3	4.0	4.6	6.2	4.0	3.8	4.4	2.1	3.5	3.7	4.3	4.3	6.3
$2,500 - $2,999	2.6	2.9	2.3	4.0	1.8	2.6	2.8	1.3	1.4	1.7	2.9	3.0	0.6
$3,000 OR MORE	2.8	3.2	2.5	3.3	3.2	2.0	2.9	1.7	-	2.7	2.1	1.8	11.7
I DON'T KNOW	30.5	32.4	28.9	24.6	31.8	32.3	27.0	43.9	45.1	39.6	28.9	29.1	24.5
NUMBER OF STUDENTS ANSWERING QUESTION	2258	1009	1226	421	897	908	1609	398	115	448	777	893	148

QUESTION 62. FROM WHICH OF THE FOLLOWING SOURCES DO YOU EXPECT TO GET MONEY TO PAY FOR YOUR VOCATIONAL TRAINING? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'EXPECT TO'													
SAVINGS OR SUMMER EARNINGS	76.9	78.7	75.9	82.1	74.7	76.5	77.6	74.5	75.1	73.3	77.6	79.2	69.5
EARNINGS WHILE TAKING THE COURSE	68.3	75.2	62.7	62.3	69.7	69.9	66.9	74.8	77.8	66.2	70.7	68.3	62.1
PARENTS	57.4	48.7	64.3	67.4	55.4	53.7	58.2	60.0	52.8	56.6	54.9	59.4	59.7
OTHER LOAN	23.4	25.1	21.9	25.9	22.1	22.8	22.1	27.1	30.4	24.4	24.3	22.3	23.3
SOCIAL SECURITY BENEFITS FOR STUDENTS AGE 18-22 (FOR CHILDREN OF RETIRED, DISABLED, OR DECEASED PARENTS)	10.9	11.7	10.1	8.9	12.7	10.2	9.7	20.7	10.6	16.2	11.3	8.8	8.8
FEDERAL GUARENTEED STUDENT LOAN PROGRAM	10.0	9.9	10.2	12.9	9.2	9.4	9.1	14.6	14.9	9.7	9.9	9.6	14.2
COLLEGE WORK-STUDY PROGRAM	9.7	9.6	9.9	8.4	10.6	9.7	8.2	20.5	13.6	11.6	10.0	9.2	7.1
HUSBAND OR WIFE	7.9	4.5	10.8	6.0	9.0	8.0	6.0	19.9	7.2	11.4	6.3	7.9	8.2
PRIVATE SCHOLARSHIP OR GRANT	7.4	7.7	7.2	10.5	6.7	6.7	6.7	12.4	11.1	9.5	7.7	6.4	7.6
OTHER RELATIVES (NOT PARENTS)	7.2	5.6	8.6	6.0	8.6	6.8	5.1	22.1	9.9	13.1	6.1	6.1	6.2
VETERANS ADMINISTRATION SURVIVORS' BENEFITS OR DIRECT BENEFITS (GI BILL COMPENSATION OR PENSION)	5.1	7.4	3.2	5.0	5.	4.7	4.3	8.9	8.4	8.2	3.3	5.3	4.8
NATIONAL DEFENSE STUDENT LOAN PROGRAM	2.7	3.9	1.8	2.8	3.	2.2	1.5	10.8	4.8	5.4	2.8	1.9	1.1
OTHER SOURCES	22.7	28.3	18.0	17.1	23.	24.2	19.9	34.0	30.8	29.5	23.6	20.6	14.5
NUMBER OF STUDENTS ANSWERING QUESTION													
SAVINGS OR SUMMER EARNINGS	2087	929	1138	400	816	838	1513	341	103	397	719	834	137
EARNINGS WHILE TAKING THE COURSE	2048	914	1113	394	804	812	1492	334	101	378	721	816	133
PARENTS	2080	914	1146	399	821	828	1510	339	103	388	720	833	139
OTHER LOAN	1975	876	1080	381	767	794	1443	317	98	366	697	784	128
SOCIAL SECURITY BENEFITS FOR STUDENTS AGE 18-22 (FOR CHILDREN OF RETIRED, DISABLED, OR DECEASED PARENTS)	1984	874	1090	380	776	794	1451	319	98	365	697	792	130
FEDERAL GUARENTEED STUDENT LOAN PROGRAM	1971	873	1079	382	771	784	1440	316	97	364	695	786	126
COLLEGE WORK-STUDY PROGRAM	1968	869	1080	381	768	786	1438	314	98	364	692	786	126
HUSBAND OR WIFE	1958	864	1076	375	766	785	1432	313	97	359	684	787	128
PRIVATE SCHOLARSHIP OR GRANT	1969	872	1077	381	768	787	1437	317	99	363	694	785	127
OTHER RELATIVES (NOT PARENTS)	1977	873	1085	383	771	790	1444	314	99	367	695	788	127
VETERANS ADMINISTRATION SURVIVORS' BENEFITS OR DIRECT BENEFITS (GI BILL COMPENSATION OR PENSION)	1979	877	1083	383	772	791	1447	314	99	365	695	791	128
NATIONAL DEFENSE STUDENT LOAN PROGRAM	1966	872	1075	381	769	782	1436	315	97	362	693	784	127
OTHER SOURCES	1967	876	1072	375	771	788	1438	318	94	366	687	789	125

QUESTION 63. DO YOU HAVE DEFINITE PLANS TO WORK PART TIME DURING THE YEAR AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	39.2	32.1	45.3	45.1	39.6	36.1	39.7	36.4	40.6	39.0	39.3	37.7	48.1
YES	60.8	67.9	54.7	54.9	60.4	63.9	60.3	63.6	59.4	61.0	60.7	62.3	51.9
NUMBER OF STUDENTS ANSWERING QUESTION	2134	953	1181	399	837	860	1523	368	112	412	732	851	139

QUESTION 64. HERE ARE SOME REASONS OTHERS HAVE GIVEN FOR NOT GOING ON TO A FOUR-YEAR COLLEGE OR UNIVERSITY DURING THE YEAR AFTER THEY LEAVE HIGH SCHOOL. WHICH OF THESE REASONS APPLY TO YOU? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'APPLIES TO ME'													
MY FUTURE PLANS DO NOT REQUIRE A FOUR-YEAR COLLEGE OR UNIVERSITY EDUCATION	64.3	55.5	69.9	67.8	63.1	64.2	67.4	51.5	55.9	49.4	62.4	71.0	69.7
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	36.5	44.4	31.6	23.2	42.9	38.3	31.9	58.6	56.3	47.4	41.5	29.1	27.4
CANNOT AFFORD A FOUR-YEAR COLLEGE OR UNIVERSITY EDUCATION	29.5	34.0	26.5	21.0	35.3	29.3	24.8	47.9	51.0	33.4	32.1	26.9	22.8
PLAN TO BE MARRIED	27.8	23.3	30.2	23.1	29.4	29.3	26.2	38.3	15.4	34.2	26.7	28.0	17.2
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	22.1	31.4	16.6	18.6	26.9	19.7	20.7	27.1	21.9	23.4	23.4	19.3	28.5
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	14.4	21.2	10.6	17.3	14.8	12.7	15.0	11.2	9.5	18.2	12.6	13.8	17.4
FAILURE TO FIND OUT IN TIME ABOUT FOUR-YEAR COLLEGE OR UNIVERSITY ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF A COLLEGE IN AREA, ETC.	10.3	12.7	9.0	6.6	13.7	9.1	6.9	20.4	21.2	16.2	10.2	8.0	9.9
DISCOURAGED FROM ATTENDING A FOUR-YEAR COLLEGE OR UNIVERSITY BY PARENTS	10.0	10.1	10.1	9.8	10.2	10.1	10.1	6.8	9.5	8.3	10.1	10.0	12.9
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR FOUR-YEAR COLLEGE OR UNIVERSITY ENTRANCE	9.8	15.6	6.3	4.7	12.6	10.4	7.7	17.1	17.4	15.8	10.1	7.4	8.0
NEED TO EARN MONEY TO SUPPORT FAMILY	9.3	13.1	7.1	3.0	11.3	11.1	6.2	21.0	25.1	15.0	12.4	5.6	1.5
DISCOURAGED FROM ATTENDING A FOUR-YEAR COLLEGE OR UNIVERSITY BY TEACHERS OR COUNSELOR	5.9	8.6	4.4	5.8	7.4	4.6	6.0	8.5	5.4	6.8	4.7	6.1	8.5
AM WAITING TO ENTER ARMED SERVICE	3.7	8.8	0.6	3.5	3.4	4.0	3.0	6.5	6.4	8.2	1.8	3.6	1.6
LACK OF A FOUR-YEAR COLLEGE OR UNIVERSITY WITHIN COMMUTING DISTANCE OF MY HOME	3.3	6.0	1.7	3.6	3.4	3.0	2.3	10.6	-	6.1	3.5	2.2	2.0
APPLIED AT ONE OR MORE FOUR-YEAR COLLEGES OR UNIVERSITIES, BUT WAS NOT ACCEPTED	2.8	4.8	1.6	3.7	3.2	1.9	1.6	9.3	-	4.2	3.5	1.6	2.8
OTHER	32.3	37.8	29.4	27.3	36.1	31.8	29.1	49.5	29.4	32.7	31.7	33.9	25.6
NUMBER OF STUDENTS ANSWERING QUESTION													
MY FUTURE PLANS DO NOT REQUIRE A FOUR-YEAR COLLEGE OR UNIVERSITY EDUCATION	985	359	617	206	387	377	708	174	53	188	345	384	68
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	986	365	611	205	385	380	703	179	53	189	345	375	67
CANNOT AFFORD A FOUR-YEAR COLLEGE OR UNIVERSITY EDUCATION	977	357	609	204	388	371	703	172	53	192	341	377	67
PLAN TO BE MARRIED	960	348	603	200	380	366	688	170	53	187	339	366	68
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	978	358	611	205	383	375	700	174	54	192	341	375	69
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	963	354	600	201	380	368	690	170	54	185	341	370	67
FAILURE TO FIND OUT IN TIME ABOUT FOUR-YEAR COLLEGE OR UNIVERSITY ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF A COLLEGE IN AREA, ETC.	973	356	609	203	382	373	699	172	53	192	339	373	69
DISCOURAGED FROM ATTENDING A FOUR-YEAR COLLEGE OR UNIVERSITY BY PARENTS	975	356	610	203	384	372	701	171	54	190	343	374	68
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR FOUR-YEAR COLLEGE OR UNIVERSITY ENTRANCE	971	354	608	204	383	369	696	171	55	192	340	373	66
NEED TO EARN MONEY TO SUPPORT FAMILY	984	359	617	206	390	374	702	178	54	193	346	378	67
DISCOURAGED FROM ATTENDING A FOUR-YEAR COLLEGE OR UNIVERSITY BY TEACHERS OR COUNSELOR	978	358	611	205	385	372	701	174	54	191	343	376	68
AM WAITING TO ENTER ARMED SERVICE	969	355	605	205	381	368	696	170	54	188	339	375	67
LACK OF A FOUR-YEAR COLLEGE OR UNIVERSITY WITHIN COMMUTING DISTANCE OF MY HOME	976	357	610	206	383	372	702	172	53	191	341	376	68
APPLIED AT ONE OR MORE FOUR-YEAR COLLEGES OR UNIVERSITIES, BUT WAS NOT ACCEPTED	976	355	612	205	383	373	700	173	54	191	343	374	68
OTHER	879	321	550	185	347	335	636	152	44	174	306	337	62

QUESTION 65. WHEN DO YOU EXPECT TO BEGIN COLLEGE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BEFORE JUNE 1972	1.5	1.3	1.6	1.3	2.0	1.3	1.3	2.2	2.7	2.8	1.6	1.3	1.2
JUNE THROUGH AUGUST 1972	11.5	11.1	11.8	11.4	12.2	10.4	11.2	13.4	12.0	12.0	12.3	11.7	10.5
SEPTEMBER THROUGH DECEMBER 1972	81.2	81.1	81.2	84.3	74.9	73.5	82.5	72.4	75.9	74.3	77.3	81.8	85.1
IN JANUARY 1973 OR LATER	5.9	6.4	5.3	3.0	10.9	14.6	5.0	11.9	9.4	10.9	8.8	5.2	3.2
NUMBER OF STUDENTS ANSWERING QUESTION	8345	4178	4100	5547	1866	807	6560	947	344	819	1672	3816	2038

QUESTION 66. HAVE YOU APPLIED FOR ADMISSION TO AN. COLLEGE OR UNIVERSITY?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES, TO ONE COLLEGE	40.7	38.5	43.1	41.4	39.6	37.7	42.0	38.7	40.8	37.3	42.3	42.2	38.0
YES, TO TWO OR THREE COLLEGES	29.3	29.2	29.3	34.6	18.3	18.3	29.7	31.0	19.7	20.7	26.0	29.6	34.0
YES, TO FOUR OR MORE COLLEGES	9.6	9.7	9.7	12.4	4.0	3.2	9.2	12.4	6.9	9.2	6.9	7.9	14.9
NO, THE COLLEGE I'M PLANNING TO ATTEND DOES NOT REQUIRE ADVANCE APPLICATION FOR ADMISSION	2.9	2.7	3.1	1.8	5.0	5.6	2.9	2.4	4.8	5.2	3.4	2.7	2.0
NO, I PLAN TO APPLY SOON	17.5	19.8	14.9	9.8	33.0	35.1	16.3	23.5	27.8	27.5	21.3	17.6	11.0
NUMBER OF STUDENTS ANSWERING QUESTION	8359	4187	4105	5554	1870	811	6568	948	348	825	1671	3821	2042

QUESTION 67. HAVE YOU BEEN ACCEPTED BY ANY COLLEGE OR UNIVERSITY?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES	70.3	67.5	73.2	80.2	49.2	49.6	72.8	53.9	53.8	53.1	65.7	69.9	80.1
NO, I HAVE APPLIED BUT HAVE NOT BEEN ACCEPTED	10.0	10.6	9.4	8.6	13.5	10.7	8.5	21.1	16.0	15.2	10.5	10.1	7.6
NO, I HAVE NOT APPLIED TO ANY COLLEGE	19.8	21.9	17.4	11.2	37.2	39.7	18.7	25.0	30.2	31.6	23.9	20.1	12.3
NUMBER OF STUDENTS ANSWERING QUESTION	8292	4159	4069	5524	1850	795	6528	937	339	804	1655	3805	2028

QUESTION 68. HOW IMPORTANT ARE EACH OF THE FOLLOWING IN CHOOSING THE COLLEGE YOU PLAN TO ATTEND? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCEATAGE OF STUDENTS WHO ANSWERED 'VERY IPPCRTANT'													
AVAILABILITY OF SPECIFIC COURSES OR CURRICULUMS	61.9	57.4	66.8	65.0	52.9	61.7	62.1	61.3	54.5	54.6	60.1	63.0	63.6
REPUTATION OF THE COLLEGE IN ACADEMIC AREAS	42.6	37.9	47.8	47.1	32.7	34.0	43.2	42.2	35.9	36.4	38.5	42.0	48.7
COLLEGE EXPENSES (TUITION, BOOKS, ROOM AND BOARD)	40.5	37.3	43.8	40.1	40.1	44.9	38.4	55.7	54.8	47.1	48.1	41.6	30.8
AVAILABILITY OF FINANCIAL AID SUCH AS SCHOOL LOAN, SCHOLARSHIP, OR GRANT	29.1	27.1	31.3	28.1	30.1	34.0	24.4	63.9	56.2	44.0	39.6	27.8	18.9
ABLE TO LIVE AT HOME AND ATTEND THE COLLEGE	22.3	20.8	23.9	20.1	27.2	33.6	21.9	20.4	36.9	26.8	27.9	23.7	14.4
COLLEGE ADMISSION STANDARDS	21.8	17.9	25.8	20.7	23.8	25.4	19.9	39.0	27.6	30.4	21.6	20.9	20.6
ADVICE OF YOUR PARENTS	21.0	17.2	24.9	19.6	23.0	29.1	19.7	32.3	25.8	26.3	18.8	20.4	21.7
ABLE TO RETURN HOME FREQUENTLY BECAUSE OF THE NEARNESS OF THE COLLEGE	18.5	16.9	20.1	16.3	21.8	25.8	17.9	20.7	31.8	22.2	22.6	18.2	14.7
REPUTATION OF THE COLLEGE IN ATHLETIC PROGRAMS	7.8	10.9	4.6	6.6	11.6	7.3	7.1	13.7	8.4	13.2	7.7	7.3	6.9
ADVICE OF A COUNSELOR OR TEACHER	7.4	7.2	7.5	6.0	10.5	9.8	5.8	17.1	16.4	12.5	9.3	6.8	5.3
FRIENDS' PLANS TO ATTEND THE COLLEGE	5.8	6.1	5.4	4.7	8.3	7.9	5.9	7.8	7.1	10.7	5.9	4.9	5.8
AVAILABILITY OF AN ROTC OR OTHER OFFICER TRAINING PROGRAM	1.4	2.4	0.4	1.3	1.8	1.4	1.2	2.6	3.4	3.7	1.7	1.0	1.4
PARENTS ATTENDED THE COLLEGE	1.1	1.2	1.0	0.7	1.6	2.4	0.7	3.7	2.4	5.1	1.2	0.6	1.2
NUMBER OF STUDENTS ANSWERING QUESTION													
AVAILABILITY OF SPECIFIC COURSES OR CURRICULUMS	8257	4142	4051	5515	1829	790	6532	905	336	785	1648	3795	2029
REPUTATION OF THE COLLEGE IN ACADEMIC AREAS	8261	4141	4055	5521	1830	787	6529	907	346	784	1656	3790	2031
COLLEGE EXPENSES (TUITION, BOOKS, ROOM AND BOARD)	8321	4173	4083	5539	1857	801	6556	931	341	808	1669	3808	2036
AVAILABILITY OF FINANCIAL AID SUCH AS SCHOOL LOAN, SCHOLARSHIP, OR GRANT	8280	4152	4063	5516	1844	796	6520	931	340	804	1660	3792	2024
ABLE TO LIVE AT HOME AND ATTEND THE COLLEGE	8261	4146	4049	5510	1837	791	6528	916	334	786	1654	3792	2029
COLLEGE ADMISSION STANDARDS	8259	4147	4046	5516	1830	789	6525	915	337	784	1651	3798	2026
ADVICE OF YOUR PARENTS	8266	4143	4057	5515	1834	793	6527	918	336	791	1658	3791	2026
ABLE TO RETURN HOME FREQUENTLY BECAUSE OF THE NEARNESS OF THE COLLEGE	8221	4127	4029	5482	1831	785	6486	919	333	782	1647	3774	2018
REPUTATION OF THE COLLEGE IN ATHLETIC PROGRAMS	8259	4149	4046	5515	1830	790	6524	912	338	785	1655	3791	2028
ADVICE OF A COUNSELOR OR TEACHER	8266	4147	4053	5516	1835	791	6527	920	336	788	1657	3792	2029
FRIENDS' PLANS TO ATTEND THE COLLEGE	8263	4145	4052	5523	1831	786	6530	912	335	788	1651	3792	2032
AVAILABILITY OF AN ROTC OR OTHER OFFICER TRAINING PROGRAM	8186	4127	3994	5476	1816	772	6474	907	327	775	1643	3758	2010
PARENTS ATTENDED THE COLLEGE	8250	4139	4045	5511	1828	788	6523	910	337	783	1648	3787	2032

QUESTION 69. WHICH OF THE FOLLOWING FIELDS OF STUDY IS YOUR FIRST CHOICE, AND WHICH IS YOUR SECOND CHOICE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
SELECTED AS FIRST CHOICE													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
AGRICULTURE (FOR EXAMPLE, AGRICULTURAL ECONOMICS, AGRONOMY, FORESTRY, AND SOILS)	3.0	5.4	0.6	2.4	4.3	4.2	3.2	0.8	1.6	4.4	2.7	3.4	2.2
ARCHITECTURE	2.0	3.6	0.3	1.8	2.0	2.3	2.0	1.2	0.6	2.5	1.0	1.6	2.6
ART (FOR EXAPPLE, ART APPRECIATION, DESIGN, DRAWING, AND SCULPTING)	4.0	2.6	5.5	3.5	5.8	4.3	3.8	4.3	4.4	5.1	3.9	4.0	4.1
BIOLOGICAL SCIENCES (FOR EXAMPLE, BOTANY, ECOLOGY, PREDENTISTRY, PREMEDICINE, AND ZOOLOGY)	9.4	11.8	7.1	11.6	4.7	2.9	9.5	7.6	7.3	7.8	7.8	8.5	12.6
BLACK STUDIES, MEXICAN-AMERICAN STUDIES, OR OTHER ETHNIC STUDIES	0.2	0.2	0.2	0.2	0.4	0.4	0.1	1.6	1.3	1.1	0.4	0.1	0.1
BUSINESS (FOR EXAMPLE, ACCOUNTING, BUSINESS ADMINISTRATION, INDUSTRIAL MANAGEMENT, MARKETING, AND FINANCE)	13.3	16.3	10.1	10.3	16.3	29.6	12.9	17.4	18.2	15.4	16.0	13.1	11.1
COMPUTER AND INFORMATION SCIENCES (FOR EXAMPLE, PROGRAMMING AND SYSTEMS ANALYSIS)	1.7	2.3	1.1	1.7	2.0	1.3	1.6	3.1	2.2	4.3	2.2	1.7	0.9
EDUCATION (FOR EXAMPLE BUSINESS EDUCATION, ELEMENTARY EDUCATION, AND PHYSICAL EDUCATION)	11.8	6.5	17.2	12.0	11.4	10.5	12.0	10.5	11.8	12.0	12.3	12.5	10.1
ENGINEERING (FOR EXAMPLE, CHEMICAL ENGINEERING, CIVIL ENGINEERING, ELECTRICAL ENGINEERING, AND MECHANICAL ENGINEERING)	5.2	9.0	0.2	5.6	4.2	4.6	5.3	3.2	4.3	3.5	5.6	5.6	4.4
ENGLISH (FOR EXAMPLE, CREATIVE WRITING, LINGUISTICS, LITERATURE, AND SPEECH AND DRAMA)	3.1	1.6	4.8	3.5	2.7	1.4	3.2	1.7	3.3	2.1	2.7	2.7	4.4
FOREIGN LANGUAGES (FOR EXAMPLE, FRENCH, GERMAN, ITALIAN, LATIN, AND SPANISH)	1.4	0.2	2.6	1.8	0.7	0.2	1.4	1.0	2.8	1.3	0.9	1.6	1.9
HEALTH-RELATED CAREERS (FOR EXAMPLE, NURSING, MEDICAL TECHNOLOGY, AND X-RAY TECHNOLOGY)	11.3	3.6	19.3	11.2	12.6	10.2	11.3	12.9	13.9	10.7	11.7	12.7	8.9
HOME ECONOMICS (FOR EXAMPLE, DIETETICS, FAMILY AND CHILD DEVELOPMENT, NUTRITION, AND TEXTILES AND CLOTHING)	1.6	0.0	3.3	1.5	1.7	2.8	1.6	2.5	3.6	1.2	1.8	1.6	1.7
INTERDISCIPLINARY STUDIES	0.2	0.4	0.1	0.3	0.1	0.3	0.2	-	0.7	-	0.4	0.1	0.4
JOURNALISM (FOR EXAMPLE, COMMUNICATIONS AND RADIO AND TELEVISION)	1.9	2.2	1.6	2.2	1.6	0.9	1.9	1.7	1.9	2.0	1.4	1.9	2.4
MATHEMATICS (FOR EXAMPLE, CALCULUS AND STATISTICS)	2.1	2.4	1.7	2.7	0.7	0.1	2.2	1.8	0.8	1.8	2.0	2.3	2.1
MUSIC (FOR EXAMPLE, MUSIC APPRECIATION AND COMPOSITION)	3.2	2.9	3.6	3.3	3.7	1.6	3.3	3.9	2.2	2.2	2.7	3.4	3.8
PHILOSOPHY OR RELIGION (FOR EXAMPLE ETHICS, LOGIC, AND THEOLOGY)	1.4	1.5	1.3	1.2	2.0	1.4	1.5	0.4	0.5	1.3	2.0	1.0	1.6
PHYSICAL SCIENCE (FOR EXAMPLE, ASTRONOMY, BIOCHEMISTRY, CHEMISTRY, GEOLOGY, AND PHYSICS)	2.5	4.0	1.1	3.1	1.3	1.1	2.6	2.3	0.9	1.7	2.7	2.1	3.4
SOCIAL SCIENCES (FOR EXAMPLE, ANTHROPOLOGY, ECONOMICS, GOVERNMENT, HISTORY, POLITICAL SCIENCE, PRELAW, PSYCHOLOGY, SOCIAL WORK, SOCIOLOGY, AND URBAN AFFAIRS)	17.0	18.0	16.0	18.4	15.2	9.3	16.9	19.9	12.1	15.5	13.7	16.7	20.1
VOCATIONAL OR TECHNICAL (FOR EXAMPLE, AUTOMOBILE REPAIR, CARPENTRY, COMPUTER PROGRAMMING, DRAFTING, PLUMBING, STENOGRAPHY, AND TELEVISION REPAIR	3.6	4.7	2.5	1.8	6.7	10.7	3.6	2.4	5.6	4.7	5.6	3.5	2.0
NUMBER OF STUDENTS ANSWERING QUESTION	7689	3817	3813	5318	1578	681	6281	696	284	574	1525	3623	1967
SELECTED AS SECOND CHOICE													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
AGRICULTURE (FOR EXAMPLE, AGRICULTURAL ECONOMICS, AGRONOMY, FORESTRY, AND SOILS)	3.3	5.1	1.5	3.0	4.1	4.4	3.6	0.8	2.6	4.4	3.5	3.4	2.9
ARCHITECTURE	1.8	3.2	0.5	1.7	2.1	2.2	1.9	0.7	2.3	2.4	1.4	2.0	1.7
ART (FOR EXAMPLE, ART APPRECIATION, DESIGN, DRAWING, AND SCULPTING)	5.3	3.2	7.4	4.7	7.9	4.2	5.4	4.8	5.6	3.0	4.2	5.0	7.1

QUESTION 69. WHICH OF THE FOLLOWING FIELDS OF STUDY IS YOUR FIRST CHOICE, AND WHICH IS YOUR SECOND CHOICE?--CONTINUED

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY				FATHER'S EDUCATION		
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
BIOLOGICAL SCIENCES (FOR EXAMPLE, BOTANY, ECOLOGY, PREDENTISTRY, PREMEDICINE, AND ZOOLOGY)	5.7	6.0	5.5	6.5	4.4	2.6	5.8	3.3	2.7	5.6	4.7	6.3	5.4
BLACK STUDIES, MEXICAN-AMERICAN STUDIES, OR OTHER ETHNIC STUDIES	1.0	0.7	1.3	0.8	1.7	1.0	0.3	8.9	6.0	2.3	1.4	0.8	0.5
BUSINESS (FOR EXAMPLE, ACCOUNTING, BUSINESS ADMINISTRATION, INDUSTRIAL MANAGEMENT, MARKETING, AND FINANCE)	8.6	10.3	6.8	7.2	10.2	15.5	8.6	8.6	5.0	11.3	8.4	8.9	7.7
COMPUTER AND INFORMATION SCIENCES (FOR EXAMPLE, PROGRAMMING AND SYSTEMS ANALYSIS)	4.4	5.7	3.2	4.0	5.0	6.0	4.4	4.5	6.1	3.3	6.5	4.8	2.6
EDUCATION (FOR EXAMPLE BUSINESS EDUCATION, ELEMENTARY EDUCATION, AND PHYSICAL EDUCATION)	11.2	8.1	14.2	11.3	11.0	11.2	11.0	14.6	15.6	13.2	12.0	11.2	10.0
ENGINEERING (FOR EXAMPLE, CHEMICAL ENGINEERING, CIVIL ENGINEERING, ELECTRICAL ENGINEERING, AND MECHANICAL ENGINEERING)	4.0	7.8	0.3	4.0	3.9	5.7	4.1	2.7	5.6	4.7	4.9	4.0	3.5
ENGLISH (FOR EXAMPLE, CREATIVE WRITING, LINGUISTICS, LITERATURE, AND SPEECH AND DRAMA)	5.5	3.4	7.6	6.4	3.8	1.8	5.6	5.1	2.6	3.9	4.2	5.1	7.4
FOREIGN LANGUAGES (FOR EXAMPLE, FRENCH, GERMAN, ITALIAN, LATIN, AND SPANISH)	3.1	1.3	4.9	3.7	1.7	1.5	3.0	0.9	8.1	2.9	2.7	2.5	4.4
HEALTH-RELATED CAREERS (FOR EXAMPLE, NURSING, MEDICAL TECHNOLOGY, AND X-RAY TECHNOLOGY)	5.1	3.3	7.0	5.3	5.3	3.7	5.1	6.2	4.5	4.2	5.9	5.6	4.1
HOME ECONOMICS (FOR EXAMPLE, DIETETICS, FAMILY AND CHILD DEVELOPMENT, NUTRITION, AND TEXTILES AND CLOTHING)	3.2	0.1	6.5	2.7	3.8	5.9	3.2	5.1	2.3	2.4	3.7	3.5	2.7
INTERDISCIPLINARY STUDIES	0.3	0.2	0.3	0.3	0.3	-	0.2	0.8	-	0.2	0.1	0.4	0.2
JOURNALISM (FOR EXAMPLE, COMMUNICATIONS AND RADIO AND TELEVISION)	3.1	3.6	2.6	3.3	3.2	1.5	3.1	3.8	2.4	4.1	3.1	3.2	2.7
MATHEMATICS (FOR EXAMPLE, CALCULUS AND STATISTICS)	3.7	4.3	3.1	4.6	1.7	1.2	3.9	2.0	1.4	2.6	4.4	3.5	3.8
MUSIC (FOR EXAMPLE, MUSIC APPRECIATION AND COMPOSITION)	4.2	3.6	4.7	4.0	5.2	3.1	4.2	4.1	1.8	4.8	3.3	3.9	5.0
PHILOSOPHY OR RELIGION (FOR EXAMPLE ETHICS, LOGIC, AND THEOLOGY)	2.5	2.7	2.3	2.6	2.1	1.3	2.6	0.7	1.3	3.0	2.5	2.2	2.8
PHYSICAL SCIENCE (FOR EXAMPLE, ASTRONOMY, BIOCHEMISTRY, CHEMISTRY, GEOLOGY, AND PHYSICS)	4.6	6.4	2.8	5.7	2.3	1.4	4.8	3.7	3.6	1.9	3.8	4.4	6.2
SOCIAL SCIENCES (FOR EXAMPLE, ANTHROPOLOGY, ECONOMICS, GOVERNMENT, HISTORY, POLITICAL SCIENCE, PRELAW, PSYCHOLOGY, SOCIAL WORK, SOCIOLOGY, AND URBAN AFFAIRS)	13.5	11.8	15.3	14.4	11.6	11.2	13.8	11.1	12.1	12.1	11.1	13.2	16.1
VOCATIONAL OR TECHNICAL (FOR EXAMPLE, AUTOMOBILE REPAIR, CARPENTRY, COMPUTER PROGRAMMING, DRAFTING, PLUMBING, STENOGRAPHY, AND TELEVISION REPAIR	5.8	9.2	2.2	3.9	8.7	14.4	5.6	7.6	8.4	7.6	7.7	6.2	3.4
NUMBER OF STUDENTS ANSWERING QUESTION	7460	3713	3691	5191	1521	641	6137	650	264	911	1476	3545	1928

QUESTION 70. WHICH OF THE FOLLOWING BEST DESCRIBES THE COLLEGE AT WHICH YOU PLAN TO STUDY?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A TWO-YEAR COLLEGE (JUNIOR COLLEGE, TECHNICAL INSTITUTE, VOCATIONAL SCHOOL, OR COMMUNITY COLLEGE)	31.1	29.9	32.3	21.4	49.1	58.7	31.1	22.7	46.3	43.1	37.5	33.4	18.2
A FOUR-YEAR COLLEGE OR UNIVERSITY	64.5	64.9	64.2	75.6	43.5	33.9	64.6	73.2	48.6	49.2	57.9	62.4	78.6
HAVE NOT DECIDED YET	4.4	5.2	3.5	2.9	7.3	7.4	4.3	4.1	5.1	7.7	4.6	4.3	3.2
NUMBER OF STUDENTS ANSWERING QUESTION	8337	4180	4092	5548	1857	808	6551	946	346	816	1673	3814	2034

QUESTION 71. HOW WILL YOU ENROLL IN THE COURSE OF STUDY YOU PLAN ON TAKING?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
REGULAR CLASSES FULL TIME	79.6	78.2	81.0	87.5	63.4	61.4	81.3	70.0	66.8	62.6	76.3	80.5	86.0
REGULAR CLASSES PART TIME	9.5	10.1	8.9	4.7	18.6	21.8	8.8	11.6	17.8	18.1	11.7	9.4	5.9
BY CORRESPONDENCE ONLY	0.3	0.3	0.3	0.2	0.6	0.3	0.2	0.7	0.3	0.6	0.3	0.3	0.1
I DON'T KNOW	10.6	11.4	9.7	7.6	17.4	16.5	9.7	17.7	15.1	18.8	11.7	9.8	8.5
NUMBER OF STUDENTS ANSWERING QUESTION	8336	4173	4097	5547	1859	807	6554	942	346	814	1675	3814	2033

QUESTION 72. DO YOU PLAN TO TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY AFTER JUNIOR OR TWO-YEAR COLLEGE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO, I PLAN TO ATTEND OR TAKE COURSES AT A FOUR-YEAR COLLEGE AFTER HIGH SCHOOL	58.3	57.6	59.1	69.2	37.0	31.5	58.5	65.2	40.3	41.2	53.3	59.8	72.3
YES, I DEFINITELY PLAN TO TRANSFER	14.7	17.9	11.3	13.3	18.8	19.1	14.8	10.8	19.2	17.9	13.9	15.9	12.0
I HAVE TENTATIVE PLANS TO TRANSFER	7.9	8.9	7.0	6.2	11.7	11.7	8.0	4.4	11.7	10.5	7.8	8.8	5.1
I AM UNDECIDED ABOUT TRANSFERRING	10.1	9.2	10.8	6.2	17.6	20.1	9.8	11.0	17.5	15.7	13.6	10.0	5.8
I PROBABLY WON'T TRANSFER	5.2	4.0	6.4	2.8	8.7	13.2	5.1	5.1	6.3	9.1	6.6	5.1	3.0
I DEFINITELY WON'T TRANSFER	3.8	2.5	5.3	2.3	6.2	8.5	3.8	3.5	4.9	5.5	4.7	4.3	1.7
NUMBER OF STUDENTS ANSWERING QUESTION	8079	4046	3969	5349	1816	790	6364	897	337	781	1624	3709	1964

QUESTION 73. HOW MUCH DO YOU THINK IT WILL COST YOU TO ATTEND COLLEGE OR TAKE COURSES DURING THE FIRST YEAR AFTER YOU LEAVE HIGH SCHOOL? PLEASE INCLUDE ALL EXPENSES FOR ONE YEAR (FEES, TUITION, ROOM AND BOARD, BOOKS, ETC.) IN YOUR ESTIMATE.

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LESS THAN $500	11.9	12.1	11.6	9.1	17.1	19.5	12.3	6.6	15.0	12.1	12.9	13.0	9.0
$500-$749	9.9	9.8	10.0	8.9	10.8	15.0	10.1	8.1	10.0	9.7	12.8	10.9	6.1
$750-$999	6.6	7.5	5.8	6.2	6.9	8.9	6.7	5.9	8.1	5.6	8.7	6.9	4.8
$1,000-$1,499	10.9	11.4	10.4	10.7	11.9	10.2	10.2	16.1	17.2	14.2	13.7	10.4	8.8
$1,500-$1,999	11.6	12.2	11.2	12.3	10.2	10.4	12.1	11.3	7.6	9.3	11.4	12.2	11.5
$2,000-$2,499	13.0	12.4	13.6	15.2	8.2	7.9	13.4	10.8	9.4	11.0	12.5	13.1	13.6
$2,500-$2,999	7.2	6.9	8.1	8.6	4.6	3.6	7.4	6.4	4.6	4.1	5.8	7.1	9.5
$3,000-$3,499	5.6	5.6	5.6	6.9	3.0	3.1	5.8	5.4	2.6	2.9	3.4	5.4	8.7
$3,500-$4,499	5.0	4.8	5.2	6.7	1.6	0.9	5.2	3.5	1.5	1.8	3.1	4.5	8.4
$4,500 OR MORE	2.8	3.2	2.5	3.7	1.1	0.5	2.7	3.9	1.0	1.6	1.9	2.0	5.9
I DON'T KNOW	15.4	14.4	16.4	11.8	24.5	20.0	14.0	22.1	23.7	27.6	14.9	14.4	13.8
NUMBER OF STUDENTS ANSWERING QUESTION	8277	4141	4070	5511	1838	803	6517	929	345	799	1672	3792	2014

QUESTION 74. FROM WHICH OF THE FOLLOWING SOURCES DO YOU EXPECT TO GET MONEY TO PAY FOR YOUR COLLEGE EDUCATION? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'EXPECT TO'													
SAVINGS OR SUMMER EARNINGS	84.1	84.9	83.1	85.1	80.7	84.0	85.2	77.0	74.4	79.2	84.1	85.6	82.8
PARENTS	78.0	76.2	80.0	82.4	70.0	65.9	80.3	67.0	57.1	63.9	66.2	79.3	89.9
EARNINGS WHILE TAKING THE COURSE	54.7	56.7	52.6	51.3	60.6	66.9	54.5	56.0	61.7	58.4	61.3	56.7	45.2
OTHER LOAN	26.6	25.5	27.6	27.4	24.1	27.2	25.2	39.5	33.1	32.2	31.6	28.0	18.5
COLLEGE WORK-STUDY PROGRAM	25.5	24.2	27.0	25.2	25.2	29.2	22.3	52.7	39.8	32.6	35.0	24.9	18.4
PRIVATE SCHOLARSHIP OR GRANT	22.0	21.9	22.5	25.3	16.0	12.2	21.6	24.8	25.8	18.4	23.4	22.6	21.1
FEDERAL GUARANTEED STUDENT LOAN PROGRAM	12.2	12.3	12.1	12.0	13.2	12.0	10.4	24.7	21.6	19.8	15.7	12.0	7.7
NATIONAL DEFENSE STUDENT LOAN PROGRAM	12.1	11.1	13.2	13.4	8.7	9.6	9.8	30.0	25.4	15.2	16.6	12.5	7.0
EDUCATIONAL OPPORTUNITY GRANT PROGRAM	11.3	10.4	12.3	10.3	13.0	14.8	7.6	37.5	35.6	23.4	19.0	9.6	5.2
SOCIAL SECURITY BENEFITS FOR STUDENTS AGE 18 TO 22 (FOR CHILDREN OF RETIRED, DISABLED, OR DECEASED PARENTS)	8.7	7.8	9.4	6.9	12.2	12.7	7.9	16.4	10.2	15.0	13.4	7.7	5.1
OTHER RELATIVES (NOT PARENTS)	8.4	8.4	8.3	7.8	10.6	9.0	7.3	21.5	7.8	12.2	8.0	8.0	9.4
VETERANS ADMINISTRATION SURVIVORS' BENEFITS OR DIRECT BENEFITS (GI BILL COMPENSATION OR PENSION)	3.3	3.5	3.2	2.7	5.2	3.9	3.1	4.5	3.2	6.3	4.6	3.0	2.1
HUSBAND OR WIFE	2.7	1.6	3.9	2.0	4.3	4.8	2.5	4.7	1.8	5.5	3.6	2.6	1.5
OTHER SOURCES	23.3	26.1	20.5	22.3	25.4	24.6	21.2	36.6	29.5	33.0	26.9	22.1	19.8
NUMBER OF STUDENTS ANSWERING QUESTION													
SAVINGS OR SUMMER EARNINGS	8037	4031	3940	5416	1740	764	6394	849	319	737	1610	3710	1980
PARENTS	8116	4060	3990	5463	1764	771	6449	864	329	747	1609	3750	2010
EARNINGS WHILE TAKING THE COURSE	7856	3939	3854	5314	1679	746	6268	825	310	703	1570	3635	1948
OTHER LOAN	7769	3894	3812	5254	1668	733	6203	819	305	697	1558	3599	1915
COLLEGE WORK-STUDY PROGRAM	7784	3902	3819	5265	1665	739	6198	829	313	701	1554	3606	1920
PRIVATE SCHOLARSHIP OR GRANT	7774	3888	3823	5261	1668	733	6207	821	305	700	1551	3602	1921
FEDERAL GUARANTEED STUDENT LOAN PROGRAM	7740	3885	3792	5232	1654	740	6179	818	306	696	1541	3585	1918
NATIONAL DEFENSE STUDENT LOAN PROGRAM	7766	3896	3806	5264	1655	733	6198	817	305	698	1551	3594	1923
EDUCATIONAL OPPORTUNITY GRANT PROGRAM	7767	3895	3809	5250	1664	737	6184	830	311	705	1554	3586	1922
SOCIAL SECURITY BENEFITS FOR STUDENTS AGE 18 TO 22 (FOR CHILDREN OF RETIRED, DISABLED, OR DECEASED PARENTS)	7789	3901	3825	5269	1666	740	6216	822	309	700	1556	3606	1927
OTHER RELATIVES (NOT PARENTS)	7804	3913	3829	5285	1670	736	6237	819	308	698	1559	3612	1935
VETERANS ADMINISTRATION SURVIVORS' BENEFITS OR DIRECT BENEFITS (GI BILL COMPENSATION OR PENSION)	7760	3892	3805	5262	1656	729	6200	808	310	697	1549	3592	1922
HUSBAND OR WIFE	7767	3890	3814	5263	1659	734	6207	805	306	698	1544	3601	1924
OTHER SOURCES	7660	3842	3756	5189	1652	706	6126	803	302	693	1519	3564	1884

QUESTION 75. DO YOU PLAN TO WORK AT THE SAME TIME YOU ARE TAKING THE COURSES?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	22.4	20.7	24.4	25.6	17.0	12.8	23.4	17.0	17.0	15.2	17.3	21.9	29.6
YES, 1 TO 5 HOURS A WEEK	5.0	4.1	6.0	5.0	4.6	5.3	4.0	11.6	9.5	8.9	4.4	4.2	5.5
YES, 6 TO 10 HOURS A WEEK	6.2	6.6	5.8	6.6	5.5	5.2	6.2	7.6	6.5	7.9	7.0	5.9	6.4
YES, 11 TO 15 HOURS A WEEK	6.2	6.6	5.8	6.2	6.1	6.4	6.2	5.6	5.7	6.1	7.2	6.5	4.9
YES, 16 TO 20 HOURS A WEEK	7.0	7.8	6.0	6.3	7.4	10.3	6.9	7.0	11.4	6.6	8.8	8.0	3.9
YES, MORE THAN 20 HOURS A WEEK	6.8	9.0	4.4	5.0	10.8	10.9	7.0	4.9	5.8	7.1	7.4	7.3	4.7
YES, BUT I DON'T KNOW HOW MANY HOURS A WEEK	29.1	29.4	28.7	26.9	32.9	36.3	29.0	29.1	31.3	28.7	33.1	29.3	26.0
I DON'T KNOW	17.3	15.7	18.8	18.5	15.9	12.7	17.4	17.2	13.0	19.5	14.9	16.9	19.0
NUMBER OF STUDENTS ANSWERING QUESTION	8310	4174	4069	5520	1854	813	6537	940	344	811	1663	3805	2031

QUESTION 76. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR PLANS ABOUT PARTICIPATING IN AN OFFICER TRAINING PROGRAM, SUCH AS ROTC, WHILE YOU ARE IN COLLEGE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WOULD NOT UNDER ANY CIRCUMSTANCES TAKE ROTC OR A SIMILAR PROGRAM	54.3	45.9	63.8	58.4	49.0	58.6	53.0	48.9	49.1	48.7	51.5	53.4	60.7
WOULD GIVE SOME CONSIDERATION TO TAKING ROTC OR A SIMILAR PROGRAM	14.0	21.7	5.2	14.6	13.8	10.8	14.4	13.0	11.1	12.0	13.5	14.4	14.4
WILLING TO TAKE ROTC OR SIMILAR PROGRAM	3.0	4.7	1.1	2.9	3.4	2.4	2.9	4.3	4.7	4.3	3.1	3.1	2.4
DEFINITELY PLAN TO TAKE ROTC OR SIMILAR PROGRAM	1.7	3.0	0.3	1.9	1.7	0.6	1.8	1.5	0.6	2.2	1.9	1.3	2.2
DON'T REALLY KNOW	28.9	24.6	29.7	24.2	31.7	35.7	25.9	32.3	34.5	35.8	30.0	27.7	20.3
NUMBER OF STUDENTS ANSWERING QUESTION	7777	4078	3637	5188	1733	741	6157	849	322	730	1879	3572	1896

QUESTION 77. WHEN DO YOU PLAN TO BEGIN WORKING PART TIME?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BEFORE JUNE 1972	43.3	47.5	38.4	44.2	42.7	43.5	44.7	38.1	33.4	38.2	41.4	48.9	44.8
JUNE THROUGH AUGUST 1972	39.7	36.8	43.0	39.3	39.8	40.2	39.0	41.2	45.1	39.7	41.3	38.7	39.5
SEPTEMBER THROUGH DECEMBER 1972	12.7	10.4	15.3	12.3	12.5	12.7	12.5	14.9	16.1	14.7	12.7	11.9	12.4
IN JANUARY 1973 OR LATER	4.3	5.3	3.2	4.2	5.0	3.6	3.8	5.9	5.4	7.4	4.6	3.0	3.2
NUMBER OF STUDENTS ANSWERING QUESTION	2080	1080	986	526	811	705	1451	378	108	424	614	848	194

QUESTION 78. DO YOU HAVE A DEFINITE JOB LINED UP AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES, I'LL CONTINUE IN A JOB THAT I HAVE NOW	34.8	40.0	28.8	35.9	30.7	39.0	38.1	19.2	22.3	33.4	31.6	36.7	39.2
YES, I HAVE A NEW JOB LINED UP	18.9	21.9	15.5	18.9	21.4	16.4	18.1	24.6	13.0	16.8	18.8	20.1	17.9
NO, BUT I'VE INQUIRED AT EMPLOYMENT AGENCIES OR POTENTIAL EMPLOYERS, LOOKED IN THE NEWSPAPER, ETC.	28.4	22.3	35.5	28.6	29.1	30.1	27.2	34.8	37.9	27.8	33.1	28.5	24.4
NO, I HAVEN'T DONE ANYTHING YET TO GET A JOB	17.8	15.8	20.2	19.6	18.9	14.6	16.5	21.5	26.9	22.0	16.5	16.7	19.5
NUMBER OF STUDENTS ANSWERING QUESTION	2086	1088	983	518	821	707	1455	380	107	431	617	843	195

QUESTION 79. IS THE WORK IN THE PART-TIME JOB YOU PLAN TO GET AFTER HIGH SCHOOL THE KIND OF WORK YOU THINK YOU WILL BE DOING FOR MOST OF YOUR LIFE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YES	17.2	17.9	16.6	9.3	17.3	29.0	16.7	17.9	19.3	19.4	18.8	15.3	16.4
YES, IF I LIKE THE WORK	8.1	6.8	9.5	4.2	7.3	12.1	8.0	9.3	11.4	11.1	7.5	8.0	4.9
YES, IF I SUCCEED	5.2	5.6	4.8	3.6	7.1	4.6	5.0	6.4	2.1	5.9	5.5	5.6	1.7
NO, I EXPECT TO BECOME A HOMEMAKER	4.0	0.9	7.8	2.4	4.9	4.3	4.4	1.6	5.5	3.4	4.6	3.7	4.9
NO, I EXPECT TO GET FURTHER EDUCATION SO I CAN ENTER A DIFFERENT OCCUPATION	39.2	38.8	40.1	57.5	33.7	31.2	39.3	39.3	40.7	34.7	36.5	41.1	47.7
NO, I EXPECT TO GO INTO MILITARY SERVICE	0.9	1.6	0.1	0.5	1.0	1.0	0.9	1.0	-	0.6	1.1	0.4	0.6
NO, I EXPECT TO CHANGE TO A DIFFERENT TYPE OF WORK	17.2	20.0	14.0	19.1	19.4	19.9	17.6	15.6	16.2	16.6	17.2	18.0	14.7
NO, SOME OTHER REASON	8.2	9.1	7.2	7.3	9.4	7.8	8.1	7.1	6.8	8.2	8.7	7.5	9.8
NUMBER OF STUDENTS ANSWERING QUESTION	2075	1083	977	916	813	706	1491	377	186	427	610	843	195

QUESTION 80. HERE ARE SOME REASONS OTHERS HAVE GIVEN FOR NOT CONTINUING THEIR EDUCATION FULL TIME DURING THE YEAR AFTER THEY LEAVE HIGH SCHOOL. WHICH OF THESE REASONS APPLY TO YOU? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'APPLIES TO ME'													
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	45.5	46.9	43.8	38.4	49.9	45.7	42.1	60.8	63.6	49.7	51.4	42.9	30.4
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	30.7	31.4	30.1	25.4	33.5	31.4	31.1	26.3	35.2	31.2	29.9	31.4	29.1
PLAN TO BE MARRIED	20.1	14.6	26.2	13.4	22.1	22.8	18.9	25.1	26.1	27.1	20.9	18.5	12.9
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	16.4	18.9	13.5	10.0	20.3	17.2	14.5	19.6	31.6	22.3	18.2	13.1	14.4
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	15.6	14.0	17.4	8.2	18.0	19.1	15.5	12.8	15.0	22.8	17.4	13.2	7.7
FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF A SCHOOL IN THE AREA, ETC.	11.4	12.8	10.0	9.8	11.9	12.0	9.0	21.4	15.4	15.8	12.4	9.9	6.7
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	9.7	11.4	7.8	5.3	11.0	11.6	9.8	7.2	9.5	14.8	10.0	7.8	8.8
NEED TO EARN MONEY TO SUPPORT MY FAMILY	9.2	8.5	10.1	5.7	11.5	8.9	5.5	25.8	18.6	19.2	11.1	5.8	7.1
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	6.2	7.9	4.3	2.9	8.9	9.4	4.7	12.9	13.2	11.4	6.7	4.5	2.9
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	5.0	5.0	5.0	2.8	6.4	9.8	4.2	11.3	4.7	7.8	6.0	4.2	0.7
DISCOURAGED FROM CONTINUING BY PARENTS	3.7	3.2	4.4	2.3	4.6	3.5	3.1	5.3	9.1	5.9	5.1	2.7	0.9
AM WAITING TO ENTER ARMED SERVICE	3.1	5.0	1.0	0.5	4.4	3.8	2.6	5.6	1.9	6.1	5.0	2.6	0.6
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	2.5	2.9	2.2	1.3	2.8	2.9	1.8	6.0	5.5	5.1	2.0	2.3	0.7
APPLIED TO ONE OR MORE SCHOOLS, BUT WAS NOT ACCEPTED	2.4	2.7	2.1	2.0	3.1	1.6	1.7	6.8	-	4.1	1.5	2.2	2.7
OTHER	29.6	29.2	29.8	24.9	31.1	31.9	28.2	31.4	34.0	32.5	31.2	29.4	19.8
NUMBER OF STUDENTS ANSWERING QUESTION													
NEED TO EARN MONEY BEFORE I CAN PAY FOR FURTHER SCHOOLING	1965	1019	932	493	755	676	1380	352	99	392	594	799	180
WANT TO TAKE A BREAK, MAY ATTEND SCHOOL LATER	1925	999	912	491	736	658	1363	335	96	372	585	788	180
PLAN TO BE MARRIED	1912	984	914	487	731	654	1355	335	95	374	578	781	179
POOR HIGH SCHOOL GRADES OR POOR SCORES ON COLLEGE ADMISSION TESTS	1921	992	915	486	734	662	1352	342	96	379	583	781	178
MY FUTURE PLANS DO NOT REQUIRE MORE SCHOOLING	1910	987	909	483	730	657	1353	334	93	368	582	782	178
FAILURE TO FIND OUT IN TIME ABOUT ADMISSION REQUIREMENTS, COST OF ATTENDING, AVAILABILITY OF A SCHOOL IN THE AREA, ETC.	1921	990	917	482	738	660	1355	340	94	376	582	783	180
SCHOOL IS NOT FOR ME; I DON'T LIKE IT	1901	985	902	487	728	646	1349	335	92	370	572	782	177
NEED TO EARN MONEY TO SUPPORT MY FAMILY	1944	1006	924	486	751	666	1365	344	97	387	588	790	179
LACK OF HIGH SCHOOL CREDITS REQUIRED FOR COLLEGE ENTRANCE	1917	992	911	488	732	657	1358	337	92	376	577	785	179
LACK OF A SCHOOL WITHIN COMMUTING DISTANCE OF MY HOME	1913	989	910	487	731	655	1356	336	92	379	577	783	178
DISCOURAGED FROM CONTINUING BY PARENTS	1920	992	914	486	736	658	1360	336	94	375	582	784	179
AM WAITING TO ENTER ARMED SERVICE	1911	986	911	486	729	656	1352	337	92	369	579	784	179
DISCOURAGED FROM CONTINUING BY TEACHERS OR COUNSELOR	1921	990	917	487	736	658	1359	337	96	379	582	785	179
APPLIED TO ONE OR MORE SCHOOLS, BUT WAS NOT ACCEPTED	1913	989	910	485	733	655	1356	336	94	372	577	786	178
OTHER	1710	882	819	428	659	585	1219	297	78	322	520	707	161

QUESTION 81. IF THERE WERE NO OBSTACLES, WHAT WOULD YOU MOST LIKE TO BE DOING DURING THE YEAR AFTER YOU LEAVE HIGH SCHOOL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WORKING FULL TIME	22.4	23.3	21.5	7.8	29.2	40.4	20.8	30.9	27.9	37.5	38.1	18.8	8.4
ENTERING AN APPRENTICESHIP OR ON-THE-JOB TRAINING PROGRAM	3.9	5.2	1.8	1.7	5.2	4.8	3.5	3.9	2.8	5.2	4.4	3.9	1.6
GOING INTO REGULAR MILITARY SERVICE OR TO A SERVICE ACADEMY	3.0	5.2	0.8	2.2	3.7	3.6	2.9	3.5	3.7	3.7	3.7	2.7	2.1
BEING A FULL-TIME HOMEMAKER	3.3	0.1	6.5	1.7	4.1	5.0	3.6	1.4	2.3	2.7	4.7	3.3	1.9
ATTENDING A VOCATIONAL, TECHNICAL, TRADE, OR BUSINESS SCHOOL	7.7	6.2	9.3	4.2	9.2	12.4	7.4	10.9	9.0	9.2	10.5	7.7	2.8
TAKING ACADEMIC COURSES AT A JUNIOR OR COMMUNITY COLLEGE	6.8	6.8	6.8	8.1	6.9	4.0	7.2	4.9	6.2	9.2	5.9	8.2	6.4
TAKING TECHNICAL OR VOCATIONAL SUBJECTS AT A JUNIOR OR COMMUNITY COLLEGE	4.3	4.3	4.3	3.6	4.6	4.8	4.2	3.8	7.7	4.0	4.6	4.6	3.8
ATTENDING A FOUR-YEAR COLLEGE OR UNIVERSITY	30.7	31.6	29.9	52.6	16.9	8.2	31.3	22.4	25.8	16.1	21.7	32.8	50.1
WORKING PART TIME	2.0	2.2	3.4	1.3	4.2	3.9	2.6	3.5	4.9	4.8	2.5	2.6	2.3
OTHER (TRAVEL, TAKE A BREAK, NO PLANS)	15.5	15.0	15.8	16.8	15.7	12.8	16.6	9.5	9.7	11.7	12.2	16.1	21.9
NUMBER OF STUDENTS ANSWERING QUESTION	15931	7829	7983	6779	4987	3892	12215	2008	717	2363	4362	6659	2551

QUESTION 82. ARE YOU A VETERAN OF THE U.S. ARMED SERVICES?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	99.1	98.9	99.2	99.5	98.4	99.1	99.3	98.7	97.8	98.0	99.1	99.2	99.5
YES	0.9	1.1	0.8	0.5	1.6	0.9	0.7	1.3	2.2	2.0	0.9	0.8	0.5
NUMBER OF STUDENTS ANSWERING QUESTION	15956	7899	7937	6793	4989	3897	12271	1988	704	2343	4359	6689	2565

QUESTION 83. DO YOU HAVE A PHYSICAL CONDITION THAT LIMITS THE KIND OR AMOUNT OF WORK YOU CAN DO ON A JOB?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	94.9	95.6	94.2	96.3	93.5	94.3	95.6	92.3	92.4	91.4	94.6	95.9	95.6
YES	5.1	4.4	5.8	3.7	6.5	5.7	4.4	7.7	7.6	8.6	5.4	4.1	4.4
NUMBER OF STUDENTS ANSWERING QUESTION	16020	7870	8030	6803	5020	3921	12308	2011	710	2363	4376	6716	2565

QUESTION 84. HOW DO YOU DESCRIBE YOURSELF?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
AMERICAN INDIAN	1.1	1.2	1.1	0.9	1.6	1.7	-	-	-	2.7	1.2	0.8	0.6
BLACK OR AFRO-AMERICAN OR NEGRO	9.4	8.5	10.3	5.7	13.2	11.0	-	100.0	-	24.4	12.1	6.1	2.3
MEXICAN-AMERICAN OR CHICANO	2.7	2.8	2.6	1.4	4.3	2.8	-	-	72.3	6.2	4.6	1.4	0.9
PUERTO-RICAN	0.4	0.4	0.4	0.3	0.3	0.5	-	-	9.7	0.9	0.6	0.2	0.1
OTHER LATIN-AMERICAN ORIGIN	0.7	0.6	0.7	0.5	0.9	0.7	-	-	18.0	1.2	0.7	0.5	0.6
ORIENTAL OR ASIAN-AMERICAN	1.0	1.0	0.9	1.4	0.7	0.5	-	-	-	1.0	0.9	1.0	1.0
WHITE OR CAUCASIAN	81.8	82.6	81.2	88.1	75.4	79.1	100.0	-	-	57.3	76.7	88.1	92.9
OTHER	2.7	3.1	2.8	2.0	3.5	3.7	-	-	-	6.2	3.2	2.0	2.4
NUMBER OF STUDENTS ANSWERING QUESTION	16064	7892	8049	6786	5045	3994	12427	2059	735	2398	4397	6718	2951

QUESTION 85. HOW MANY OF YOUR BROTHERS AND SISTERS AND OTHER PERSONS ARE DEPENDENT ON YOUR PARENTS OR GUARDIAN FOR FINANCIAL SUPPORT?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
BROTHERS AND SISTERS													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NONE	19.4	20.6	18.3	17.4	21.0	21.3	20.0	17.7	14.1	21.3	24.9	19.4	11.1
ONE	25.5	25.4	25.5	27.3	24.2	23.9	26.7	18.2	16.9	22.6	25.0	26.4	25.9
TWO	21.7	22.0	21.5	23.0	20.4	20.5	22.3	16.8	19.3	18.0	18.9	23.3	24.7
THREE	13.9	13.4	14.4	13.9	13.9	14.0	13.9	13.9	14.9	13.6	11.9	13.7	17.6
FOUR	8.0	7.6	8.4	7.5	8.0	8.9	7.4	10.8	11.9	8.7	8.5	7.2	8.9
FIVE	4.9	4.6	5.2	4.7	5.1	5.1	4.4	8.3	8.6	6.0	5.1	4.6	4.8
SIX OR MORE	6.6	6.4	6.7	6.1	7.4	6.3	5.2	14.3	14.3	9.9	6.5	5.5	7.0
NUMBER OF STUDENTS ANSWERING QUESTION	15519	7608	7804	6700	4800	3753	12030	1836	685	2116	4259	6605	2539
OTHER PERSONS													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NONE	77.0	77.6	76.4	79.1	74.1	76.4	79.4	60.1	63.6	64.2	78.9	78.9	74.9
ONE	14.9	14.1	15.7	14.6	15.1	15.4	14.2	19.9	18.3	16.9	13.8	14.4	17.1
TWO	4.2	4.6	3.8	3.5	5.7	3.8	3.5	8.3	9.0	8.1	4.6	3.3	4.0
THREE	1.7	1.4	1.9	1.6	1.7	1.7	1.4	4.1	3.5	2.4	1.3	1.4	2.6
FOUR	0.9	0.9	0.9	0.6	1.1	1.2	0.7	3.3	1.1	1.9	0.7	0.9	0.6
FIVE	0.5	0.5	0.5	0.2	0.8	0.8	0.3	1.7	1.1	3.8	0.3	0.3	-
SIX OR MORE	0.8	0.9	0.8	0.4	1.5	0.8	0.4	2.5	3.4	2.8	0.4	0.7	0.8
NUMBER OF STUDENTS ANSWERING QUESTION	6762	3350	3364	3283	1945	1426	5447	675	255	615	1931	3056	1160

QUESTION 86. HOW MANY PERSONS OTHER THAN YOURSELF ARE DEPENDENT ON YOU FOR FINANCIAL SUPPORT?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NONE	91.1	90.5	91.9	95.4	86.9	88.8	94.0	75.7	76.6	78.6	90.3	93.7	95.4
ONE	4.7	4.8	4.5	2.3	7.0	6.3	3.5	11.4	8.9	9.9	5.5	3.6	2.4
TWO OR MORE	4.1	4.8	3.5	2.3	6.1	4.9	2.5	13.0	14.5	11.5	4.2	2.7	2.2
NUMBER OF STUDENTS ANSWERING QUESTION	16154	7926	8106	6847	5064	3962	12368	2030	722	2382	4426	6768	2478

QUESTION 87. HOW MANY OF YOUR BROTHERS OR SISTERS WILL BE IN COLLEGE NEXT FALL?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NONE	72.4	72.2	72.6	69.3	75.9	81.4	73.0	69.0	70.9	78.0	80.4	72.1	56.5
ONE	21.5	21.5	21.4	26.5	18.9	15.2	21.2	23.8	22.1	17.2	15.8	22.0	31.9
TWO	4.9	4.8	4.9	6.5	4.0	3.0	4.6	5.4	5.3	3.6	3.1	4.7	8.8
THREE	1.0	1.1	0.9	1.3	1.0	0.3	0.9	1.3	1.5	0.6	0.4	1.0	2.1
FOUR OR MORE	0.3	0.4	0.2	0.4	0.3	0.1	0.2	0.5	0.2	0.6	0.2	0.1	0.6
NUMBER OF STUDENTS ANSWERING QUESTION	16186	7940	8122	6848	5086	3973	12387	2036	725	2401	4410	6774	2981

QUESTION 88. IS ENGLISH THE LANGUAGE SPOKEN MOST OFTEN IN YOUR HOME?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO	8.5	8.5	8.4	8.3	9.2	7.8	6.2	8.5	45.7	13.6	9.6	6.8	7.1
YES	91.5	91.5	91.6	91.7	90.8	92.2	93.8	91.5	54.3	86.4	90.4	93.2	92.9
NUMBER OF STUDENTS ANSWERING QUESTION	16184	7941	8121	6847	5087	3971	12399	2038	714	2402	4428	6778	2576

QUESTION 89. HOW LONG HAVE YOU LIVED IN THE COMMUNITY IN WHICH YOU NOW LIVE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ALL MY LIFE	44.7	44.6	44.6	43.5	42.6	49.5	45.[illegible]	36.8	44.2	44.4	49.7	47.2	30.9
TEN OR MORE YEARS	21.5	22.7	20.4	23.1	20.3	20.1	21.1	20.6	18.6	19.5	21.0	20.7	25.8
FIVE TO TEN YEARS	17.1	16.8	17.4	17.6	18.2	14.7	16.7	18.6	19.3	16.1	15.4	16.8	21.0
THREE TO FOUR YEARS	8.7	8.8	8.5	8.8	9.1	8.0	8.3	11.4	8.4	10.9	7.2	7.8	11.3
ONE TO TWO YEARS	4.9	4.6	5.3	4.5	5.5	4.5	4.6	7.2	5.5	5.4	4.0	4.5	7.2
LESS THAN ONE YEAR	3.2	2.6	3.8	2.6	3.9	3.2	2.8	5.4	4.1	3.8	2.7	2.9	3.9
NUMBER OF STUDENTS ANSWERING QUESTION	16224	7959	8141	6853	5103	3988	12406	2050	728	2417	4442	6784	2581

QUESTION 90. WHAT WAS THE HIGHEST EDUCATIONAL LEVEL EACH OF THE FOLLOWING PERSONS COMPLETED?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
FATHER OR MALE GUARDIAN													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DOESN'T APPLY	3.0	2.9	3.2	1.4	4.2	9.0	2.0	9.5	11.0	100.0	-	-	-
DID NOT COMPLETE HIGH (SECONDARY) SCHOOL	29.2	28.1	30.2	19.4	34.5	42.4	26.5	46.3	53.2	-	100.0	-	-
FINISHED HIGH SCHOOL OR EQUIVALENT	30.6	31.1	30.1	28.9	30.7	33.9	31.8	26.3	16.5	-	-	62.9	-
ADULT EDUCATION PROGRAM	1.3	1.2	1.3	1.1	1.7	1.2	1.2	1.6	2.2	-	-	2.6	-
BUSINESS OR TRADE SCHOOL	5.5	5.1	5.9	6.5	5.2	3.9	5.7	4.6	3.8	-	-	11.5	-
SOME COLLEGE	11.3	11.7	10.9	13.7	10.6	7.2	11.9	6.1	7.8	-	-	23.7	-
FINISHED COLLEGE (FOUR YEARS)	10.4	11.0	9.8	15.1	7.9	3.9	11.5	2.7	2.4	-	-	-	54.9
ATTENDED GRADUATE OR PROFESSIONAL SCHOOL (FOR EXAMPLE, LAW OR MEDICAL SCHOOL), BUT DID NOT ATTAIN A GRADUATE OR PROFESSIONAL DEGREE	2.7	3.0	2.4	3.9	2.0	1.1	2.8	1.2	1.4	-	-	-	14.1
OBTAINED A GRADUATE OR PROFESSIONAL DEGREE (FOR EXAMPLE, M.A., PH.D., OR M.D.)	6.1	6.0	6.2	10.1	3.2	1.4	6.6	1.8	1.7	-	-	-	31.6
NUMBER OF STUDENTS ANSWERING QUESTION	14346	6949	7286	6943	4241	3335	11462	1469	584	922	4449	6795	2586
MOTHER OR FEMALE GUARDIAN													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DOESN'T APPLY	2.0	2.3	1.7	1.0	2.5	3.3	1.4	4.2	8.3	18.6	1.2	0.7	0.3
DID NOT COMPLETE HIGH (SECONDARY) SCHOOL	25.0	22.1	27.7	16.2	30.2	36.4	22.1	38.3	55.5	36.0	50.9	16.5	4.2
FINISHED HIGH SCHOOL OR EQUIVALENT	42.9	45.4	40.5	41.7	42.8	45.8	45.1	34.1	21.5	26.6	36.8	59.6	25.8
ADULT EDUCATION PROGRAM	2.0	1.8	2.2	1.4	2.6	2.5	1.7	4.7	3.3	5.5	1.6	2.2	0.8
BUSINESS OR TRADE SCHOOL	6.2	5.2	7.2	8.5	4.6	3.4	6.5	4.2	3.1	2.8	3.5	7.7	7.9
SOME COLLEGE	10.4	10.8	10.1	14.0	8.9	4.9	10.9	7.0	4.8	5.8	5.2	10.7	22.1
FINISHED COLLEGE (FOUR YEARS)	7.4	8.2	6.5	11.4	5.2	1.8	8.0	4.1	1.8	2.3	1.9	4.1	26.0
ATTENDED GRADUATE OR PROFESSIONAL SCHOOL (FOR EXAMPLE, LAW OR MEDICAL SCHOOL), BUT DID NOT ATTAIN A GRADUATE OR PROFESSIONAL DEGREE	1.8	1.8	1.8	2.3	1.4	1.1	1.8	0.9	1.0	1.4	0.9	1.3	4.9
OBTAINED A GRADUATE OR PROFESSIONAL DEGREE (FOR EXAMPLE, M.A., PH.D., OR M.D.)	2.3	2.3	2.4	3.6	1.4	0.8	2.3	2.5	0.6	1.0	0.8	1.1	8.0
NUMBER OF STUDENTS ANSWERING QUESTION	14477	7018	7351	6596	4295	3353	11553	1497	591	1122	4207	6607	2541
OLDEST BROTHER OR SISTER													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DOESN'T APPLY	27.9	27.8	28.1	33.1	24.3	21.5	28.5	23.5	23.7	25.9	22.1	29.0	33.9
DID NOT COMPLETE HIGH (SECONDARY) SCHOOL	6.6	6.6	6.5	4.1	8.4	9.6	5.9	11.3	13.2	12.5	10.8	4.6	3.5
FINISHED HIGH SCHOOL OR EQUIVALENT	22.7	23.5	22.0	14.1	27.6	35.0	22.1	27.9	30.0	29.3	33.5	21.4	9.1
ADULT EDUCATION PROGRAM	1.0	0.9	1.0	0.7	1.2	1.4	0.9	2.2	1.2	1.6	1.5	0.9	0.3
BUSINESS OR TRADE SCHOOL	6.1	5.3	6.9	4.7	6.9	8.3	6.1	7.9	5.3	7.2	7.1	7.0	2.4
SOME COLLEGE	20.2	19.9	20.6	23.0	18.9	15.9	20.3	17.1	19.6	14.2	15.7	21.2	26.0
FINISHED COLLEGE (FOUR YEARS)	10.7	11.0	10.3	13.8	8.7	6.1	11.2	7.2	5.4	6.9	6.9	11.3	16.0
ATTENDED GRADUATE OR PROFESSIONAL SCHOOL (FOR EXAMPLE, LAW OR MEDICAL SCHOOL), BUT DID NOT ATTAIN A GRADUATE OR PROFESSIONAL DEGREE	2.0	2.0	1.8	2.5	1.7	1.2	2.0	0.9	0.8	1.0	1.3	1.9	3.4
OBTAINED A GRADUATE OR PROFESSIONAL DEGREE (FOR EXAMPLE, M.A., PH.D., OR M.D.)	2.9	3.0	2.7	4.0	2.2	1.1	3.0	2.1	0.9	1.8	1.5	2.7	5.5
NUMBER OF STUDENTS ANSWERING QUESTION	12706	6134	6476	5992	3688	2829	10368	1139	480	869	3632	5871	2334

QUESTION 91. AS FAR AS YOU KNOW, HOW MUCH SCHOOLING DO YOUR FATHER AND MOTHER (OR GUARDIAN) WANT YOU TO GET?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
FATHER OR MALE GUARDIAN													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WANTS ME TO QUIT HIGH SCHOOL WITHOUT GRADUATING	0.2	0.2	0.2	0.1	0.3	0.3	0.1	0.5	0.1	1.1	0.2	0.0	0.1
WANTS ME TO GRADUATE FROM HIGH SCHOOL AND STOP THERE	7.0	5.6	8.4	1.5	8.5	16.2	7.1	4.1	5.6	11.0	13.9	4.7	1.0
WANTS ME TO GRADUATE FROM HIGH SCHOOL AND THEN GO TO A VOCATIONAL, TECHNICAL, TRADE, OR BUSINESS SCHOOL	20.9	20.0	21.0	7.8	27.5	37.5	20.3	19.7	22.2	28.9	27.4	20.3	6.9
WANTS ME TO GO TO A TWO-YEAR OR JUNIOR COLLEGE	9.7	8.4	10.9	7.2	12.6	10.9	9.9	7.5	14.8	10.8	9.7	11.0	5.9
WANTS ME TO GO TO A FOUR-YEAR COLLEGE OR UNIVERSITY	36.2	37.2	35.3	52.7	26.8	14.8	37.0	35.8	33.0	21.9	24.4	39.2	52.5
WANTS ME TO GO TO A GRADUATE OR PROFESSIONAL SCHOOL AFTER GRADUATING FROM FOUR-YEAR COLLEGE OR UNIVERSITY	11.8	15.1	8.6	20.0	5.9	2.8	11.6	14.2	10.7	7.1	6.8	10.5	24.5
I DON'T KNOW	14.5	13.5	15.7	10.6	18.5	17.5	14.0	18.2	13.6	19.1	17.6	14.1	9.0
NUMBER OF STUDENTS ANSWERING QUESTION	14273	6983	7182	6452	4275	3305	11471	1381	564	1323	4042	6428	2480
MOTHER OR FEMALE GUARDIAN													
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WANTS ME TO QUIT HIGH SCHOOL WITHOUT GRADUATING	0.2	0.3	0.1	0.1	0.3	0.3	0.1	0.5	0.2	1.1	0.3	0.1	0.1
WANTS ME TO GRADUATE FROM HIGH SCHOOL AND STOP THERE	6.4	4.6	8.1	1.3	7.9	14.9	6.5	3.4	5.9	9.2	12.0	4.6	1.7
WANTS ME TO GRADUATE FROM HIGH SCHOOL AND THEN GO TO A VOCATIONAL, TECHNICAL, TRADE, OR BUSINESS SCHOOL	21.6	19.1	24.0	8.2	29.4	39.2	21.3	23.1	24.9	29.4	29.3	21.2	7.5
WANTS ME TO GO TO A TWO-YEAR OR JUNIOR COLLEGE	11.0	9.6	12.3	7.7	14.2	13.2	11.1	10.4	16.0	13.3	11.0	12.1	7.0
WANTS ME TO GO TO A FOUR-YEAR COLLEGE OR UNIVERSITY	37.5	39.1	35.9	54.0	28.3	15.7	38.1	37.5	32.6	25.4	27.7	39.7	52.5
WANTS ME TO GO TO A GRADUATE OR PROFESSIONAL SCHOOL AFTER GRADUATING FROM FOUR-YEAR COLLEGE OR UNIVERSITY	12.6	16.2	9.0	21.2	6.3	3.1	12.1	16.9	11.3	7.9	8.9	11.7	23.4
I DON'T KNOW	10.8	11.1	10.5	7.5	13.6	13.7	10.9	8.3	9.1	13.7	11.5	10.7	8.4
NUMBER OF STUDENTS ANSWERING QUESTION	14587	7015	7497	6563	4397	3385	11562	1596	593	1506	4124	6467	2490

QUESTION 92. WHAT RELIGION WERE YOU BROUGHT UP IN?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PROTESTANT	37.0	34.8	39.4	41.7	33.9	32.5	40.3	26.7	7.7	24.3	33.7	39.7	45.0
ROMAN CATHOLIC	32.7	32.8	32.6	35.8	29.1	31.8	33.2	5.0	80.7	31.2	31.6	34.5	30.9
OTHER CHRISTIAN	18.1	18.8	17.3	11.5	23.7	22.8	15.6	45.0	7.6	26.2	22.1	16.3	10.4
JEWISH	2.6	2.6	2.5	4.8	0.9	0.6	2.9	0.3	0.1	1.5	0.8	2.4	6.5
OTHER (FOR EXAMPLE, EASTERN RELIGIONS)	4.0	3.9	4.2	2.1	5.6	5.5	2.9	12.6	1.6	6.8	5.7	3.1	1.8
NONE	5.6	7.1	4.1	4.0	6.8	6.8	5.1	7.4	2.3	9.9	6.3	4.0	5.4
NUMBER OF STUDENTS ANSWERING QUESTION	15037	7783	8030	6780	4985	3900	12259	1969	720	2313	4379	6697	2548

QUESTION 93. WHAT IS THE APPROXIMATE INCOME BEFORE TAXES OF YOUR PARENTS (OR GUARDIAN)? INCLUDE TAXABLE AND NON-TAXABLE INCOME FROM ALL SOURCES.

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LESS THAN $3,000 A YEAR (ABOUT $60 A WEEK OR LESS)	5.9	5.0	6.9	2.8	8.4	8.4	3.0	25.3	16.4	17.7	9.0	2.7	1.0
BETWEEN $3,000 AND $5,999 A YEAR (FROM $60 TO $119 A WEEK)	11.2	9.8	12.7	7.2	13.6	15.5	8.6	24.7	20.6	17.7	18.5	8.1	2.7
BETWEEN $6,000 AND $7,499 A YEAR (FROM $120 TO $149 A WEEK)	10.8	9.6	12.1	7.9	11.8	15.0	10.3	13.7	12.8	13.1	15.6	10.0	3.5
BETWEEN $7,500 AND $8,999 A YEAR (FROM $150 TO $179 A WEEK)	10.0	10.2	9.9	9.0	10.5	11.3	9.8	10.7	12.2	9.8	12.8	10.8	3.8
BETWEEN $9,000 AND $10,499 A YEAR (FROM $180 TO $209 A WEEK)	12.2	11.7	13.0	11.5	11.7	14.4	12.8	8.9	8.7	9.8	12.9	14.9	5.8
BETWEEN $10,500 AND $11,999 A YEAR (FROM $210 TO $239 A WEEK)	9.7	10.2	9.1	9.8	9.6	9.5	10.4	5.4	6.3	7.4	9.8	11.5	6.4
BETWEEN $12,000 AND $13,499 A YEAR (FROP $240 TO $269 A WEEK)	9.3	9.5	8.9	10.2	8.2	9.1	10.3	3.6	4.3	6.6	7.2	11.3	9.1
BETWEEN $13,500 AND $14,999 A YEAR (FROM $270 TO $299 A WEEK)	7.1	7.7	6.4	8.5	7.1	4.2	7.9	1.9	2.7	5.2	4.5	8.3	9.3
BETWEEN $15,000 AND $18,000 A YEAR (FROM $300 TO $359 A WEEK)	9.0	9.9	8.1	11.4	8.0	5.7	10.0	2.6	3.7	4.3	5.0	10.6	14.4
OVER $18,000 A YEAR (ABOUT $360 A WEEK OR MORE)	14.9	16.7	12.8	21.8	11.1	6.8	16.9	3.3	4.3	8.5	4.5	11.7	43.9
NUMBER OF STUDENTS ANSWERING QUESTION	12847	6682	6084	5946	4023	3067	9860	1636	588	1690	3092	5418	2047

QUESTION 94. WHICH OF THE FOLLOWING DO YOU HAVE IN YOUR HOME? (ITEMS ARE IN DESCENDING SEQUENCE BY 'ALL STUDENTS' PERCENTAGE)

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS WHO ANSWERED 'HAVE'													
DICTIONARY	98.5	98.2	98.8	99.3	97.8	98.1	99.1	96.6	96.7	96.9	97.5	99.1	99.6
RECORD PLAYER	96.0	95.5	96.5	97.2	94.8	95.4	96.6	94.2	92.7	93.7	94.6	96.7	97.9
MAGAZINES	92.2	92.4	92.1	93.7	91.1	90.8	93.4	87.7	80.2	88.4	87.2	94.3	97.2
ENCYCLOPEDIA OR OTHER REFERENCE BOOKS	89.1	89.3	89.1	92.5	86.0	86.9	90.9	80.4	76.2	83.0	84.3	91.4	95.3
DAILY NEWSPAPER	89.1	89.4	88.9	93.1	85.8	86.0	91.5	78.8	69.0	82.1	81.9	92.7	96.1
TYPEWRITER	81.2	78.6	83.8	87.9	74.8	77.2	84.0	61.5	68.0	71.3	73.7	84.5	91.7
TWO OR MORE CARS OR TRUCKS THAT RUN	75.2	79.0	71.5	76.8	75.8	71.5	79.2	46.8	60.3	64.4	69.1	78.5	84.0
TAPE RECORDER OR CASSETTE PLAYER	70.9	75.2	66.6	73.6	68.4	68.9	71.7	66.2	62.8	70.8	63.2	72.7	77.6
COLOR TELEVISION	62.5	63.8	61.2	64.9	62.3	58.7	64.8	44.3	56.0	58.5	54.8	66.8	66.2
A SPECIFIC PLACE FOR STUDY	62.2	63.2	61.3	66.5	58.6	58.9	62.6	61.5	54.9	61.5	53.7	62.9	73.8
ELECTRIC DISHWASHER	38.1	40.9	35.4	48.4	33.2	25.7	42.5	9.7	16.1	25.3	20.0	39.9	70.3
NUMBER OF STUDENTS ANSWERING QUESTION													
DICTIONARY	16046	7847	8077	6836	5024	3913	12337	1972	709	2331	4399	6746	2572
RECORD PLAYER	16016	7826	8069	6830	5009	3909	12314	1963	710	2319	4388	6738	2571
MAGAZINES	15997	7816	8058	6826	5008	3892	12313	1953	703	2308	4378	6739	2572
ENCYCLOPEDIA OR OTHER REFERENCE BOOKS	16021	7823	8075	6825	5019	3905	12322	1958	710	2313	4389	6749	2570
DAILY NEWSPAPER	16022	7828	8071	6833	5020	3898	12325	1963	706	2325	4386	6739	2572
TYPEWRITER	15922	7767	8034	6810	4970	3874	12276	1937	694	2292	4369	6697	2566
TWO OR MORE CARS OR TRUCKS THAT RUN	15971	7805	8043	6810	4994	3896	12304	1939	703	2308	4379	6719	2565
TAPE RECORDER OR CASSETTE PLAYER	15890	7768	8000	6791	4967	3862	12235	1936	701	2288	4353	6691	2558
COLOR TELEVISION	15913	7778	8013	6793	4977	3873	12273	1922	701	2295	4362	6708	2558
A SPECIFIC PLACE FOR STUDY	15922	7769	8029	6800	4973	3879	12273	1935	699	2296	4368	6717	2561
ELECTRIC DISHWASHER	15740	7679	7940	6755	4900	3817	12171	1881	686	2240	4323	6630	2547

QUESTION 95. WHICH BEST DESCRIBES THE LOCATION OF THE PLACE IN WHICH YOU LIVE?

RESPONSE	ALL STUDENTS	SEX		HIGH SCHOOL PROGRAM			ETHNIC CATEGORY			FATHER'S EDUCATION			
		MALE	FEMALE	ACAD	GEN'L	VOC	WHITE	BLACK	LATIN-AMER	NOT KNOWN	NOT HS GRAD	HS GRAD	COLL GRAD
WEIGHTED PERCENTAGE OF STUDENTS													
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
IN A RURAL OR FARMING COMMUNITY	22.2	22.8	21.5	15.8	26.4	28.7	23.1	17.3	15.6	24.4	31.5	20.7	9.9
IN A SMALL CITY OR TOWN OF FEWER THAN 50,000 PEOPLE THAT IS NOT A SUBURB OF A LARGER PLACE	26.4	26.2	26.5	27.3	25.0	26.6	27.0	20.5	29.1	24.1	27.1	27.0	25.5
IN A MEDIUM-SIZED CITY (50,000 - 100,000 PEOPLE)	12.0	11.2	12.9	11.5	12.6	12.0	11.4	16.6	15.7	12.9	11.1	12.3	12.0
IN A SUBURB OF A MEDIUM-SIZED CITY	8.0	7.9	8.3	8.1	7.8	8.2	8.3	6.2	9.2	8.8	6.1	8.4	10.1
IN A LARGE CITY (100,000 - 500,000 PEOPLE)	9.2	8.9	9.6	8.9	9.7	9.1	7.9	18.2	12.9	11.0	8.1	9.2	9.7
IN A SUBURB OF A LARGE CITY	9.3	9.2	9.4	11.4	8.1	7.3	10.1	4.2	5.0	6.9	6.9	10.1	14.9
IN A VERY LARGE CITY (OVER 500,000 PEOPLE)	5.6	5.6	5.6	6.3	5.1	4.8	6.4	15.6	11.3	7.6	6.2	5.0	4.8
IN A SUBURB OF A VERY LARGE CITY	7.2	8.3	6.0	10.7	5.2	3.3	7.7	3.3	5.2	5.0	4.0	6.3	15.0
NUMBER OF STUDENTS ANSWERING QUESTION	15942	7850	7971	4882	4982	3883	12256	1973	705	2310	4382	6700	2550

APPENDIX

RELEVANT PORTIONS OF SURVEY FORMS
(Pages with items related to information in this report.)

Part 1. Student Questionnaire

Part 2. Student Test Battery

Part 3. Student's School Record Information

O.M.B. No. 51-S-72008
APPROVAL EXPIRES 1-31-73

Dear High School Senior:

Thank you for accepting the invitation to participate in the NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972. The answers you and other students provide will help in the continuing effort to plan new and better school programs for future students across the United States.

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Student Questionnaire

SCHOOL CODE

STUDENT NUMBER

LAST NAME

FIRST NAME

M.I.

'72

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY EDUCATIONAL TESTING SERVICE — PRINCETON, NEW JERSEY
SPRING 1972

OE FORM 2348 2-72

Social Security Number

DIRECTIONS

- This questionnaire is divided into sections of questions. All students are asked to start by answering questions in the sections lettered A, B, and C. Then you will be asked to follow the directions to answer questions in the sections that apply to *your* particular plans for the year after you leave high school.
- Read carefully *all* directions for each question you answer. It is important that you follow these directions carefully.
- When you are asked to circle a number, please make a heavy black circle. Here is an example.

What grade are you in?	**(Circle one.)**
Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	(4)

- Circle as many numbers as the directions indicate for each question you answer.
- Completely erase any answers you wish to change.
- When you have completed the questionnaire, put it in the envelope that has been given to you and seal the envelope. No one at your school will see or read your answers.

This questionnaire is not a test. You may omit any question that you or your parents would consider objectionable.

School Code | | | | | Student Number | |

Sex (Circle one.)	Date of Birth		
Male....1	Mo.	Day	Year
Female....2			

Please complete the information above.

A SECTION Your high school experiences . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

1. When do you expect to graduate from high school?

(Circle one.)

I will leave high school before I graduate....1
Now through June 1972....2
July or August 1972....3
September 1972 through January 1973....4
February through June 1973....5
After June 1973....6

2. Which of the following best describes your present high school program?

(Circle one.)

General....1
Academic or college preparatory....2
Vocational or technical:
- Agricultural occupations....3
- Business or office occupations....4
- Distributive education....5
- Health occupations....6
- Home economics occupations....7
- Trade or industrial occupations....8

3. How important was each of the following in influencing your choice of your present high school program?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3
I had no choice; it was the only program available at my school	1	2	3
I had no choice; I was assigned to it	1	2	3

4. How often has each of the following been used in the courses you are taking this year?

(Circle one number on each line.)

	Never	Seldom	Fairly often	Frequently
Listening to the teacher's lecture	1	2	3	4
Participating in student-centered discussions	1	2	3	4
Working on a project or in a laboratory	1	2	3	4
Writing essays, themes, poetry, or stories	1	2	3	4
Going on field trips	1	2	3	4
Having individualized instruction (small groups or one-to-one with a teacher)	1	2	3	4
Using teaching machines or computer-assisted instruction	1	2	3	4
Watching television lectures	1	2	3	4

5. Which of the following best describes your grades so far in high school?

(Circle one.)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8

6. Have you ever heard of or participated in any of the following high school educational programs?

(Circle one number on each line.)

	Never heard of this program	Have heard of this program but have not participated	Have participated in this program
Cooperative Vocational Education Program (Co-op Program)	1	2	3
High School Vocational Education Work-Study Program	1	2	3
Neighborhood Youth Corps	1	2	3
Talent Search	1	2	3
Upward Bound	1	2	3

7. Approximately what is the average amount of time you spend on homework a week?

(Circle one.)

No homework is ever assigned	1
I have homework but don't do it	2
Less than 5 hours a week	3
Between 5 and 10 hours a week	4
More than 10 hours a week	5

8. On the average over the school year, how many hours per week do you work in a paid or unpaid job? (Exclude vacations.)

(Circle one.)

None	0
Less than 6 hours	1
6 to 10 hours	2
11 to 15 hours	3
16 to 20 hours	4
21 to 25 hours	5
26 to 30 hours	6
More than 30 hours	7

9. Do any of the following statements describe your work?

(Circle one number on each line.)

	Yes	No	I do not work
My job is related to my studies	1	2	3
My job leads to work I'd like to do in the future	1	2	3
I work mostly on the weekends	1	2	3
I work mostly during the week	1	2	3

10. Have you participated in any of the following types of activities, either in or out of school this year?

(Circle one number on each line.)

	Have not participated	Have participated actively	Have participated as a leader or officer
Athletic teams, intramurals, letterman's club, sports club	1	2	3
Cheerleaders, pep club, majorettes	1	2	3
Debating, drama, band, chorus	1	2	3
Hobby clubs such as photography, model building, hot rod, electronics, crafts	1	2	3
Honorary clubs such as Beta Club or National Honor Society	1	2	3
School newspaper, magazine, yearbook, annual	1	2	3
School subject matter clubs such as science, history, language, business, art	1	2	3
Student council, student government, political club	1	2	3
Vocational education clubs such as Future Homemakers, Teachers, Farmers of America, DECA, OEA, FBLA, or VICA	1	2	3

11. Do you feel that you can usually get to see a guidance counselor when you want to or need to?

(Circle one.)

Yes 1
No, but my school does have a guidance counselor 2
No, my school does not have a guidance counselor 3
I have never needed to see a guidance counselor 4

12. Does your guidance counselor usually have the information you feel you need?

(Circle one.)

Yes 1
No, but my school does have a guidance counselor 2
No, my school does not have a guidance counselor 3
I have never needed to see a guidance counselor 4

13. How often have you discussed your plans for after high school with the following people?

(Circle one number on each line.)

	Never	Seldom	Often
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
State employment service officer	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3

14. How much has each of the following persons influenced your plans for after high school?

(Circle one number on each line.)

	Not at all	Somewhat	A great deal
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
State employment service officer	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3

15. Have your teachers or counselors ever tried to influence your plans for after high school?

(Circle one number on each line.)

	Discouraged me	Didn't try to influence me	Encouraged me
To go to college	1	2	3
To go to vocational, technical, business, or trade school	1	2	3
To enter an apprenticeship or on-the-job training program	1	2	3
To enter the military service	1	2	3
To get a job immediately after high school	1	2	3

16. What do most of your close friends plan to do next year?

(Circle one.)

Enter the military service	1
Go to vocational, technical, business, or trade schools	2
Become full-time homemakers	3
Go to college	4
Enter apprenticeships or on-the-job training programs	5
Go to work full-time	6
I don't know	7
Other	8

B SECTION Your attitudes and opinions . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

17. How much has each of the following interfered with your education at this school?

(Circle one number on each line.)

	Not at all	Somewhat	A great deal
Courses are too hard	1	2	3
Teachers don't help me enough	1	2	3
School doesn't offer the courses I want to take	1	2	3
My job takes too much time	1	2	3
Transportation to school is difficult	1	2	3
Parents aren't interested in my education	1	2	3
Don't feel part of the school	1	2	3
Find it hard to adjust to school routine	1	2	3
Poor teaching	1	2	3
Worry over money problems (repayment of loan, support of dependents, family income, etc.)	1	2	3
My own ill health	1	2	3
Poor study habits	1	2	3
Family obligations (other than money problems)	1	2	3
Lack of a good place to study at home	1	2	3

18. Please rate your school on each of the following aspects.

(Circle one number on each line.)

	Poor	Fair	Good	Excellent	Don't know
Condition of buildings and classrooms	1	2	3	4	5
Equipment used in vocational courses	1	2	3	4	5
Extracurricular facilities	1	2	3	4	5
Job placement of graduates	1	2	3	4	5
Library facilities	1	2	3	4	5
Quality of academic instruction	1	2	3	4	5
Quality of vocational instruction	1	2	3	4	5
Reputation in the community	1	2	3	4	5
Student guidance and counseling	1	2	3	4	5
Teacher interest in students	1	2	3	4	5

19. How much do you agree with each of the following statements about your high school?

(Circle one number on each line.)

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Does not apply
School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4	5
School should have provided more help for students who were having trouble with subjects like math and reading	1	2	3	4	5
Most required courses here are a waste of time	1	2	3	4	5
School should have placed more emphasis on vocational and technical programs	1	2	3	4	5
School did not offer enough practical work experience	1	2	3	4	5
School provided me with counseling that will help me continue my education	1	2	3	4	5
School gave me new ideas about the type of work I wanted to do	1	2	3	4	5
School provided me with counseling that helped me get a better idea of myself and my relations with other people	1	2	3	4	5
School provided me with counseling that will help me find employment	1	2	3	4	5
School should help students find jobs when they leave school	1	2	3	4	5
School should have used more television lectures	1	2	3	4	5
School should have used teaching machines or computer-assisted instruction more extensively	1	2	3	4	5

20. How important is each of the following to you in your life?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Being successful in my line of work	1	2	3
Finding the right person to marry and having a happy family life	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Being able to give my children better opportunities than I've had	1	2	3
Living close to parents and relatives	1	2	3
Getting away from this area of the country	1	2	3
Working to correct social and economic inequalities	1	2	3

21. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree strongly	Agree	Disagree	Disagree strongly	No opinion
I take a positive attitude toward myself	1	2	3	4	5
Good luck is more important than hard work for success	1	2	3	4	5
I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
I am able to do things as well as most other people	1	2	3	4	5
Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
On the whole, I'm satisfied with myself	1	2	3	4	5

22. Do you plan to use funds available from any of the following programs for further study beyond high school?

(Circle one number on each line.)

	No, I do not plan to use it	Yes, I plan to use it	I do not know enough about the program to answer the question
College or university scholarship or loan (athletic or academic)	1	2	3
State or local scholarship or loan program	1	2	3
Scholarship from a private organization or company	1	2	3
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2	3
ROTC Scholarship Programs	1	2	3
College Work-Study Program	1	2	3
Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2	3
National Defense Student Loan Program	1	2	3
Federal Guaranteed Student Loan Program	1	2	3
Educational Opportunity Grant Program	1	2	3
Health Professions Student Loan Program	1	2	3
Health Professions Scholarship Program	1	2	3
Nursing Student Loan Program	1	2	3
Nursing Scholarship Program	1	2	3
General Scholarship Program	1	2	3
Law Enforcement Education Program	1	2	3
Veterans Administration War Orphans Educational Assistance Program	1	2	3
Regular bank loan	1	2	3

23. Here are some reasons others have given for not planning to get financial aid for study from sources outside the family. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Does apply to me
I do not plan to get more schooling	1	2
My parents or I will be able to pay for more education without getting *any* outside financial aid	1	2
I do not want to go into debt	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my family's income	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my high school grades	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my test scores	1	2
Students from my racial or ethnic group have too much difficulty getting financial aid	1	2
Some other reason	1	2

24. How important is each of the following to you in selecting a job or career?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Making a lot of money	1	2	3
Opportunities to be original and creative	1	2	3
Opportunities to be helpful to others or useful to society	1	2	3
Avoiding a high-pressure job that takes too much out of you	1	2	3
Living and working in the world of ideas	1	2	3
Freedom from supervision in my work	1	2	3
Opportunities for moderate but steady progress rather than the chance of extreme success or failure	1	2	3
The chance to be a leader	1	2	3
Opportunities to work with people rather than things	1	2	3
Having a position that is looked up to by others	1	2	3

C SECTION Plans for the future . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

25. In the column under YOU, circle the one number that goes with the best description of the kind of work you would like to do. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

	(Circle one number in each column.)		
	You	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02	02
FARMER, FARM MANAGER	03	03	03
HOMEMAKER OR HOUSEWIFE	04	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07	07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	08	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14	14

26. How important was each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Previous work experience in the area	1	2	3
Relative or friend in the same line of work	1	2	3
Job openings available in the occupation	1	2	3
Work matches a hobby interest of mine	1	2	3
Good income to start or within a few years	1	2	3
Job security and permanence	1	2	3
Work that seems important and interesting to me	1	2	3
Freedom to make my own decisions	1	2	3
Opportunity for promotion and advancement in the long run	1	2	3
Meeting and working with sociable, friendly people	1	2	3

27. When did you first decide whether you would go to college or not?

(Circle one.)

I decided before the 10th grade	1
I decided in the 10th grade	2
I decided in the 11th grade	3
I decided this year	4
I'm still undecided	5

28. Whatever your plans, do you think you have the ability to complete college?

(Circle one.)

Yes, definitely	1
Yes, probably	2
Not sure	3
I doubt it	4
Definitely not	5

29. To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level you plan to attain.

(Circle one number in each column.)

	Would like to attain	Plan to attain
Less than high school graduation	1	1
Graduate from high school but not go beyond that	2	2
Graduate from high school and then go to a vocational, technical, business, or trade school	3	3
Go to a junior college	4	4
Go to a four-year college or university	5	5
Go to a graduate or professional school *after college*	6	6

30. What are your plans for military service?

(Circle one.)

- Doesn't apply to me 1
- I definitely plan to volunteer for service for a period of two or more years 2
- I would seriously consider volunteering for a period of two or more years 3
- I might consider volunteering 4
- I would not consider volunteering 5
- I have no plans at this time 6

31. What is the one thing that most likely will take the largest share of your time in the year after you leave high school?

(Circle only one number and then follow the directions beside that number.)

	(Circle one.)	Directions
Working full-time	01	→ *Go to question 32 and complete Section D.*
Entering an apprenticeship or on-the-job training program	02	→ *Skip to page 15 and complete Section E.*
Going into regular military service (or service academy)	03	→ *Skip to page 17 and complete Section F.*
Being a full-time homemaker	04	→ *Skip to page 20 and complete Section G.*
Taking vocational or technical courses at a trade or business school full-time or part time	05	→ *Skip to page 22 and complete Section H.*
Taking *academic courses* at a junior or community college full-time or part-time	06	→ *Skip to page 25 and complete Section I.*
Taking *technical or vocational subjects* at a junior or community college full-time or part-time	07	
Attending a four-year college or university full-time or part-time	08	
Working part-time, but not attending school or college	09	→ *Skip to page 29 and complete Section J.*
Other (travel, take a break, no plans)	10	→ *Skip to page 31 and complete Section K.*

D
START

D SECTION For those planning to work full-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

32. When do you plan to go to work full-time?

(Circle one.)

Before June 1972 1
June through August 1972 2
September through December 1972 3
In January 1973 or later 4

33. Do you have a definite job lined up after you leave high school?

(Circle one.)

Yes, I'll continue in a job I now have 1
Yes, I have a new job lined up 2
No, but I've inquired at employment agencies or potential employers, looked in the newspapers, etc. 3
No, I haven't done anything yet to get a job 4

34. Would you be willing to move from this town or city in order to get a job you want?

(Circle one.)

Yes, I would prefer to move away 1
Yes, it makes no difference to me 2
Yes, but I would prefer to find work in this community 3
No, I am not willing to move 4

35. Is the work in the job you plan to get after high school the kind of work you think you will be doing for most of your life?

(Circle one.)

Yes 1
Yes, if I like the work 2
Yes, if I succeed 3
No, I expect to become a homemaker 4
No, I expect to get further education so I can enter a different occupation 5
No, I expect to go into military service 6
No, I expect to change to a different type of work 7
No, some other reason 8

D

CONTINUED

36. Do you have definite plans to continue your schooling part-time while working full-time during the year after you leave high school?

(Circle only one number and then follow the directions beside that number.)

	(Circle one.)	Directions
No	1	→ *Answer question 37 below.*
Yes, I plan to attend a vocational, technical, trade, or business school part-time	2	→ *Skip to page 22 and complete Section H.*
Yes, I plan to take a correspondence course leading to vocational certification	3	
Yes, I plan to attend college or university part-time	4	→ *Skip to page 25 and complete Section I.*
Yes, I plan to take a correspondence course leading to a regular college degree	5	

37. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied at one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Am waiting to enter armed service	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 *and complete section* K.

E START

E SECTION For those planning to enter an apprenticeship or on-the-job training program during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

38. When do you plan to enter your apprenticeship or on-the-job training program?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

39. Is the work you will train for in the apprenticeship or training program the kind of work you plan to be doing for most of your life?

(Circle one.)

- Yes 1
- Yes, if I like the work 2
- Yes, if I succeed 3
- No, I expect to become a homemaker 4
- No, I expect to get further education so I can enter a different occupation 5
- No, I expect to enter military service 6
- No, I expect to change to a different type of work 7
- No, some other reason 8

40. How long do you think your apprenticeship or training will last?

(Circle one.)

- Less than six months 1
- Six months up to one year 2
- More than a year, up to two years 3
- More than two years, up to three years 4
- More than three years 5
- I don't know 6

E

CONTINUED

41. Do you have definite plans to continue your schooling part-time while you are in your apprenticeship or training program in the year after you leave high school?

(Circle only one number and then follow the directions beside the number you have circled.)

	(Circle one.)	Directions
No	1	→ *Answer question 42 below.*
Yes, I plan to attend a vocational, technical, trade, or business school part-time	2	→ *Skip to page 22 and complete Section H.*
Yes, I plan to take a correspondence course leading to vocational certification	3	
Yes, I plan to attend college or university part-time	4	→ *Skip to page 25 and complete Section I.*
Yes, I plan to take a correspondence course leading to a regular college degree	5	

42. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied at one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Am waiting to enter armed service	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 and complete section K.

F
START

F
SECTION

For those planning to enter military service during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

43. When do you plan to enter military service?

(Circle one.)

Before June 1972 1
June through August 1972 2
September through December 1972 3
In January 1973 or later 4

44. Which service will you most likely enter (including Reserve or National Guard within appropriate service)?

(Circle one.)

Army 1
Air Force 2
Navy 3
Marine Corps 4
Coast Guard 5
I don't know 6

45. How do you plan to enter military service?

(Circle one.)

I will enlist 1
I will enter via the draft 2
I will attend a service academy 3
I don't know 4

F

CONTINUED

46. How important was each of the following in helping you decide to enter the military service after leaving high school?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Wanted to enter military service	1	2	3
A low draft-lottery number	1	2	3
Wanted to earn money for my education or become eligible for education and other benefits under the GI Bill	1	2	3
Wanted to support myself	1	2	3
Wanted to support my family	1	2	3
Wanted to fulfill my draft obligation	1	2	3
Wanted to have a career in the military	1	2	3
Wanted to get vocational or job training in the service	1	2	3
Wanted to get a college education in the service	1	2	3
Wanted to travel, see the world, or get away from home	1	2	3
Did not qualify for the civilian schooling I wanted	1	2	3
Could not afford the civilian schooling I wanted	1	2	3
Did not have a civilian school within commuting distance of my home	1	2	3
Did not get the civilian job I wanted	1	2	3
Parents or counselors advised me to enter military service	1	2	3
Recent pay increases for military recruits	1	2	3
Could earn more money in military service than in civilian life	1	2	3

47. How long do you expect to be on full-time active duty in the military service?

(Circle one.)

For initial training for the National Guard or Reserve only	1
For one two-year tour of duty only	2
For one three- or four-year tour of duty	3
For more than one tour of duty, but less than a full career term	4
For a full career term (20 years minimum)	5
I don't know	6

F

CONTINUED

48. What do you plan to do when you get out of military service?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Retire	1	2
Find part-time work	1	2
Find full-time work	1	2
Go to college either full- or part-time	1	2
Attend a vocational, technical, business, or trade school either full- or part-time	1	2
Enter an apprenticeship or on-the-job training program	1	2
Be married	1	2
Other	1	2
I don't know	1	2

49. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied at one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Am waiting to enter armed service	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 *and complete section* K.

G
START

G SECTION For those planning to be full-time homemakers during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

50. When do you plan to become a full-time homemaker?

(Circle one.)

Before June 1972 1
June through August 1972 2
September through December 1972 3
In January 1973 or later 4

51. For how long do you plan to remain a full-time homemaker?

(Circle one.)

Permanently 1
Until my children are fully grown 2
Until my children are in school 3
Only for a few years 4
I don't know 5

52. Do you ever plan to do any of the following?

(Circle one number on each line.)

	No	Yes	I don't know
Work part-time	1	2	3
Work full-time	1	2	3
Attend a vocational, technical, business, or trade school part-time	1	2	3
Attend a vocational, technical, business, or trade school full-time	1	2	3
Attend college part-time	1	2	3
Attend college full-time	1	2	3

53. Do you have definite plans to continue your schooling part-time during the year after you leave high school?

(Circle only one number and then follow the directions beside that number.)

	(Circle one.)	Directions
No	1	→ *Answer question 54 below.*
Yes, I plan to attend a vocational, technical, trade, or business school part-time	2	→ *Turn page and complete Section H.*
Yes, I plan to take a correspondence course leading to vocational certification	3	
Yes, I plan to attend college or university part-time	4	→ *Skip to page 25 and complete Section I.*
Yes, I plan to take a correspondence course leading to a regular college degree	5	

54. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied at one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 and complete section K.

H
START

H SECTION

For those planning to take vocational or technical courses at a trade or business school full- or part-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

55. When do you plan to start classes or begin taking courses in a vocational, technical, trade, or business school?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

56. How will you enroll in the course of study you plan on taking?

(Circle one.)

- Regular classes full-time 1
- Regular classes part-time 2
- By correspondence only 3
- I don't know 4

57. How long will it take you to complete the course of study you plan on?

(Circle one.)

- Less than six months 1
- Six months to one year 2
- More than a year, up to two years 3
- More than two years 4
- I don't know 5

58. Do you plan to work at the same time you are taking the courses?

(Circle one.)

- No 1
- Yes, 1 to 5 hours a week 2
- Yes, 6 to 10 hours a week 3
- Yes, 11 to 15 hours a week 4
- Yes, 16 to 20 hours a week 5
- Yes, more than 20 hours a week 6
- Yes, but I don't know how many hours a week 7
- I don't know 8

59. Have you selected a particular school to attend after you leave high school?

(Circle one.)

No 1
Yes 2

60. Do you plan to transfer to a four-year college or university once you finish your vocational training?

(Circle one.)

Definitely 1
Maybe 2
Probably not 3
Definitely not 4

61. How much do you think your vocational training will cost you in the first year after you leave high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.

(Circle one.)

Les than $500 1
$500–$749 2
$750–$999 3
$1,000–$1,499 4
$1,500–$1,999 5
$2,000–$2,499 6
$2,500–$2,999 7
$3,000 or more 8
I don't know 9

62. From which of the following sources do you expect to get money to pay for your vocational training?

(Circle one number on each line.)

	Do not expect to	Expect to
Parents	1	2
Savings or summer earnings	1	2
Earnings while taking the course	1	2
Husband or wife	1	2
Other relatives (not parents)	1	2
College Work-Study Program	1	2
National Defense Student Loan Program	1	2
Federal Guaranteed Student Loan Program	1	2
Other loan	1	2
Private scholarship or grant	1	2
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2
Social Security Benefits for Students Age 18-22 (for children of retired, disabled, or deceased parents)	1	2
Other sources	1	2

H

CONTINUED

63. Do you have definite plans to work part-time during the year after you leave high school?

(Circle only one number and then follow the directions besides that number.)

	(Circle one.)	Directions
No	1	→ Answer question 64.
Yes	2	→ Skip to page 29 and complete Section J.

64. Here are some reasons others have given for not going on to a four-year college or university during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Cannot afford a four-year college or university education	1	2
Failure to find out in time about four-year college or university admission requirements, cost of attending, availability of a college in area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for four-year college or university entrance	1	2
Applied at one or more four-year colleges or universities, but was not accepted	1	2
Lack of a four-year college or university within commuting distance of my home	1	2
Discouraged from attending a four-year college or university by teachers or counselor	1	2
Discouraged from attending a four-year college or university by parents	1	2
Am waiting to enter armed service	1	2
My future plans do not require a four-year college or university education	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 and complete section K.

START

SECTION

For those planning to go to a four-year college or university, junior or community college, or take college-level correspondence courses during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

65. When do you expect to begin college?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

66. Have you applied for admission to any college or university?

(Circle one.)

- Yes, to one college 1
- Yes, to two or three colleges 2
- Yes, to four or more colleges 3
- No, the college I'm planning to attend does not require advance application for admission 4
- No, I plan to apply soon 5

67. Have you been accepted by any college or university?

(Circle one.)

- Yes 1
- No, I have applied but have not been accepted 2
- No, I have not applied to any college 3

68. How important are each of the following in choosing the college you plan to attend?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
College expenses (tuition, books, room, and board)	1	2	3
Availability of financial aid such as a school loan, scholarship, or grant	1	2	3
Availability of specific courses or curriculums	1	2	3
Reputation of the college in academic areas	1	2	3
Reputation of the college in athletic programs	1	2	3
Friends' plans to attend the college	1	2	3
College admission standards	1	2	3
Parents attended the college	1	2	3
Advice of a counselor or teacher	1	2	3
Advice of your parents	1	2	3
Able to live at home and attend the college	1	2	3
Able to return home frequently because of nearness of the college	1	2	3
Availability of an ROTC or other officer training program	1	2	3

CONTINUED

69. This question asks for your present choices among certain fields of study in college. Circle one number in the first column to indicate your first choice and one in the second column to indicate your second choice. If the exact field of study is not listed, pick the most similar one.

(Be sure to circle only one number in each column from the entire list of fields.)

	(Circle one.) First choice	(Circle one.) Second choice
Agriculture (for example, agricultural economics, agronomy, forestry, and soils)	01	01
Architecture	02	02
Art (for example, art appreciation, design, drawing, and sculpting)	03	03
Biological sciences (for example, botany, ecology, predentistry, premedicine, and zoology)	04	04
Black studies, Mexican-American studies, or other ethnic studies	05	05
Business (for example, accounting, business administration, industrial management, marketing, and finance)	06	06
Computer and information sciences (for example, programming and systems analysis)	07	07
Education (for example, business education, elementary education, and physical education)	08	08
Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering)	09	09
English (for example, creative writing, linguistics, literature, and speech and drama)	10	10
Foreign languages (for example, French, German, Italian, Latin, and Spanish)	11	11
Health-related careers (for example, nursing, medical technology, and x-ray technology)	12	12
Home economics (for example, dietetics, family and child development, nutrition, and textiles and clothing)	13	13
Interdisciplinary studies	14	14
Journalism (for example, communications and radio and television)	15	15
Mathematics (for example, calculus and statistics)	16	16
Music (for example, music appreciation and composition)	17	17
Philosophy or religion (for example, ethics, logic, and theology)	18	18
Physical science (for example, astronomy, biochemistry, chemistry, geology, and physics)	19	19
Social sciences (for example, anthropology, economics, government, history, political science, prelaw, psychology, social work, sociology, and urban affairs)	20	20
Vocational or technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, and television repair)	21	21

CONTINUED

70. Which of the following best describes the college at which you plan to study?

(Circle one.)

- A two-year college (junior college, technical institute, vocational school, or community college) 1
- A four-year college or university 2
- Have not decided yet 3

71. How will you enroll in the course of study you plan on taking?

(Circle one.)

- Regular classes full-time 1
- Regular classes part-time 2
- By correspondence only 3
- I don't know 4

72. Do you plan to transfer to a four-year college or university after junior or two-year college?

(Circle one.)

- No, I plan to attend or take courses at a four-year college after high school 1
- Yes, I definitely plan to transfer 2
- I have tentative plans to transfer 3
- I am undecided about transferring 4
- I probably won't transfer 5
- I definitely won't transfer 6

73. How much do you think it will cost you to attend college or take courses during the first year after you leave high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.

(Circle one.)

- Less than $500 01
- $500–$749 02
- $750–$999 03
- $1,000–$1,499 04
- $1,500–$1,999 05
- $2,000–$2,499 06
- $2,500–$2,999 07
- $3,000–$3,499 08
- $3,500–$4,499 09
- $4,500 or more 10
- I don't know 11

CONTINUED

74. From which of the following sources do you expect to get money to pay for your college education?

(Circle one number on each line.)

	Do not expect to	Expect to
Parents	1	2
Savings or summer earnings	1	2
Earnings while taking the course	1	2
Husband or wife	1	2
Other relatives (not parents)	1	2
College Work-Study Program	1	2
National Defense Student Loan Program	1	2
Educational Opportunity Grant Program	1	2
Federal Guaranteed Student Loan Program	1	2
Other loan	1	2
Private scholarship or grant	1	2
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2
Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2
Other sources	1	2

75. Do you plan to work at the same time you are taking the courses?

(Circle one.)

- No 1
- Yes, 1 to 5 hours a week 2
- Yes, 6 to 10 hours a week 3
- Yes, 11 to 15 hours a week 4
- Yes, 16 to 20 hours a week 5
- Yes, more than 20 hours a week 6
- Yes, but I don't know how many hours a week 7
- I don't know 8

76. Which of the following best describes your plans about participating in an officer training program, such as ROTC, while you are in college?

(Circle one.)

- Would not under any circumstances take ROTC or a similar program 1
- Would give some consideration to taking ROTC or a similar program 2
- Willing to take ROTC or similar program 3
- Definitely plan to take ROTC or similar program 4
- Don't really know 5

Now skip to page 31 *and complete section* K.

J
START

J
SECTION

For those planning to work part-time during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

77. When do you plan to begin working part-time?

(Circle one.)

Before June 1972 1
June through August 1972 2
September through December 1972 3
In January 1973 or later 4

78. Do you have a definite job lined up after you leave high school?

(Circle one.)

Yes, I'll continue in a job that I have now 1
Yes, I have a new job lined up 2
No, but I've inquired at employment agencies or potential employers, looked in the newspaper, etc. 3
No, I haven't done anything yet to get a job 4

79. Is the work in the part-time job you plan to get after high school the kind of work you think you will be doing for most of your life?

(Circle one.)

Yes 1
Yes, if I like the work 2
Yes, if I succeed 3
No, I expect to become a homemaker 4
No, I expect to get further education so I can enter a different occupation 5
No, I expect to go into military service 6
No, I expect to change to a different type of work 7
No, some other reason 8

J

CONTINUED

80. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Am waiting to enter armed service	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now complete section K.

K START

K SECTION For everyone . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

81. If there were no obstacles, what would you most like to be doing during the year after you leave high school?

(Circle one.)

- Working full-time 01
- Entering an apprenticeship or on-the-job training program 02
- Going into regular military service or to a service academy 03
- Being a full-time homemaker 04
- Attending a vocational, technical, trade, or business school 05
- Taking *academic courses* at a junior or community college 06
- Taking *technical or vocational subjects* at a junior or community college 07
- Attending a four-year college or university 08
- Working part-time 09
- Other (travel, take a break, no plans) 10

82. Are you a veteran of the U. S. armed services?

(Circle one.)

- No 1
- Yes 2

83. Do you have a physical condition that limits the kind or amount of work you can do on a job?

(Circle one.)

- No 1
- Yes 2

84. How do you describe yourself?

(Circle one.)

- American Indian 1
- Black or Afro-American or Negro 2
- Mexican-American or Chicano 3
- Puerto Rican 4
- Other Latin-American origin 5
- Oriental or Asian-American 6
- White or Caucasian 7
- Other 8

K

CONTINUED

85. How many of your brothers and sisters and other persons are dependent on your parents or guardian for financial support?

(Circle one number in each column.)

	Brothers and sisters	Other persons
None	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five	5	5
Six or more	6	6

86. How many persons other than yourself are dependent on you for financial support?

(Circle one.)

None	0
One	1
Two or more	2

87. How many of your brothers or sisters will be in college next fall?

(Circle one.)

None	0
One	1
Two	2
Three	3
Four or more	4

88. Is English the language spoken most often in your home?

(Circle one.)

No	1
Yes	2

89. How long have you lived in the community in which you now live?

(Circle one.)

All my life	1
Ten or more years	2
Five to ten years	3
Three to four years	4
One to two years	5
Less than one year	6

K

CONTINUED

90. What was the highest educational level each of the following persons completed? If you are not sure, please give your best guess.

(Circle one number in each column.)

	Father or male guardian	Mother or female guardian	Oldest brother or sister
Doesn't apply	1	1	1
Did not complete high (secondary) school	2	2	2
Finished high school or equivalent	3	3	3
Adult education program	4	4	4
Business or trade school	5	5	5
Some college	6	6	6
Finished college (four years)	7	7	7
Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree	8	8	8
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)	9	9	9

91. As far as you know, how much schooling do your father and mother (or guardian) want you to get?

(Circle one number in each column.)

	Father or male guardian	Mother or female guardian
Wants me to quit high school without graduating	1	1
Wants me to graduate from high school and stop there	2	2
Wants me to graduate from high school and then go to a vocational, technical, trade, or business school	3	3
Wants me to go to a two-year or junior college	4	4
Wants me to go to a four-year college or university	5	5
Wants me to go to a graduate or professional school after graduating from four-year college or university	6	6
I don't know	7	7

92. What religion were you brought up in?

(Circle one.)

Protestant	1
Roman Catholic	2
Other Christian	3
Jewish	4
Other (for example, Eastern religions)	5
None	6

K

CONTINUED

93. What is the approximate income before taxes of your parents (or guardian)? Include taxable and non-taxable income from all sources.

(Circle one.)

- Less than $3,000 a year (about $60 a week or less) 01
- Between $3,000 and $5,999 a year (from $60 to $119 a week) 02
- Between $6,000 and $7,499 a year (from $120 to $149 a week) 03
- Between $7,500 and $8,999 a year (from $150 to $179 a week) 04
- Between $9,000 and $10,499 a year (from $180 to $209 a week) 05
- Between $10,500 and $11,999 a year (from $210 to $239 a week) 06
- Between $12,000 and $13,499 a year (from $240 to $269 a week) 07
- Between $13,500 and $14,999 a year (from $270 to $299 a week) 08
- Between $15,000 and $18,000 a year (from $300 to $359 a week) 09
- Over $18,000 a year (about $360 a week or more) 10

94. Which of the following do you have in your home?

(Circle one number on each line.)

	Have	Do not have
A specific place for study	1	2
Daily newspaper	1	2
Dictionary	1	2
Encyclopedia or other reference books	1	2
Magazines	1	2
Record player	1	2
Tape recorder or cassette player	1	2
Color television	1	2
Typewriter	1	2
Electric dishwasher	1	2
Two or more cars or trucks that run	1	2

95. Which best describes the location of the place in which you live?

(Circle one.)

- In a rural or farming community 1
- In a small city or town of fewer than 50,000 people that is not a suburb of a larger place 2
- In a medium-sized city (50,000-100,000 people) 3
- In a suburb of a medium-sized city 4
- In a large city (100,000-500,000 people) 5
- In a suburb of a large city 6
- In a very large city (over 500,000 people) 7
- In a suburb of a very large city 8

STUDENT TEST BATTERY

The NLS test battery includes items from ETS tests which are in current use.

To maintain the security of these tests only sample questions from each section have been included here.

Qualified researchers may write for a copy of the complete test booklet to:

Dr. Thomas L. Hilton
Educational Testing Service
Princeton, New Jersey 08540

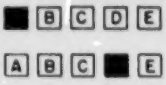
GENERAL DIRECTIONS

This test has six sections. Some sections have more than one part. During the time allowed for each section or part, you are to work only on it. The time limit for each section or separately timed part is printed at the beginning of each section or part, and the supervisor will tell you when to begin and when to stop. If you finish a section or part before time is called, go back and check your work on that section or part only.

Your score on each section will be the number of correct answers minus a percentage of the number of incorrect answers. Therefore, it will not be to your advantage to guess unless you are able to eliminate one or more of the answer choices.

Mark all of your answers on the separate answer sheet, as no credit will be given for anything written in the test book. Make your marks on the answer sheet heavy and black, as in the examples below.

Sample Answers



Be sure that the entire box is blackened.

If you wish to change an answer, erase your first mark completely.

CONTENTS OF TEST BOOK

Section 1	Vocabulary	5 minutes
Section 2	Picture-Number (Two parts of 5 minutes each)	10 minutes
Section 3	Reading	15 minutes
Section 4	Letter Groups	15 minutes
Section 5	Mathematics	15 minutes
Section 6	Mosaic Comparisons (Three parts of 3 minutes each)	9 minutes
Total		69 minutes

SECTION 1

1

VOCABULARY

Time—5 minutes

Directions: Each of the questions below consists of one word followed by five words or phrases. You are to select the one word or phrase whose meaning is closest to that of the word in capital letters.

Sample Question

CHILLY:

(A) lazy
(B) nice
(C) dry
(D) cold
(E) sunny

Sample Answer

A B C ■ E

In order to find the correct answer you look at the word chilly and then look for a word below it that has the same or almost the same meaning. When you do this, you see that cold is the answer because cold is closest in meaning to the word chilly.

(This section of the test contained

15 items similar to the sample above.)

STOP

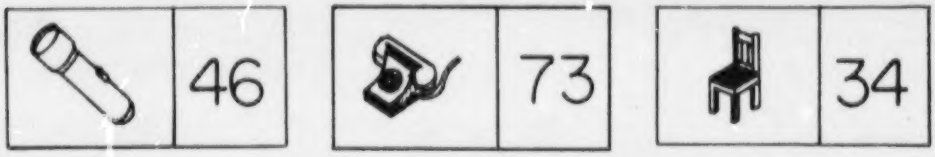
IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION IN THE BOOK.

SECTION 2

PICTURE—NUMBER

2

Directions: This is a test of your ability to remember picture-number combinations. The section has two parts. In each part you will study a page of fifteen pictures with numbers. On a study page the picture-number pairs will look like this:

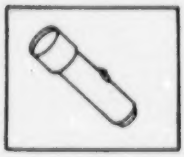


After studying the page showing both pictures and numbers, you will be told to turn to a page showing the pictures in a different order.

Examples:

1.

2.

3. 

On your answer sheet there are ten boxes with numbers above them for each question. One of the numbers will be the number that goes with the picture. You are to blacken the box with that number above it.

Examples:

	12	24	31	44	51	57	65	73	77	92
1.	☐	☐	☐	☐	☐	☐	☐	■	☐	☐

	15	27	34	41	46	55	62	75	82	89
2.	☐	☐	■	☐	☐	☐	☐	☐	☐	☐

	13	19	28	34	46	58	62	67	73	97
3.	☐	☐	☐	☐	■	☐	☐	☐	☐	☐

The number that goes with the picture of a telephone is 73, so for example 1 you would blacken the box with 73 above it. For example 2 you would blacken the box with 34 above it. For example 3 you would blacken the box with 46 above it.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

SECTION 3

READING

Time—15 minutes

Directions: Each passage is followed by questions based on its content. After reading a passage, choose the best answer to each question and blacken the corresponding space on the answer sheet. Answer all questions following a passage on the basis of what is stated or implied in that passage.

SAMPLE ITEM:

Of all the forces reshaping the American city, the most powerful and insistent are those rooted in changing methods of transportation. The changes are so big and obvious that it is easy to forget how remarkable they are. The streetcar has all but disappeared, the bus is proving an inadequate substitute, commuter rail service worsens, subways get dirtier, and new expressways pour more and more automobiles into the center of town.

If transit riding continues to decline and if automobile use continues to rise unchecked, how can the vital core of the city survive? Many city planners say flatly that it cannot. The only sure way to relieve congestion and preserve the unifying core of the city, supporters of mass-transit claim, is to get people out of private automobiles and into public transit—"to move people not vehicles."

10. The author suggests that the remarkable changes in transportation are often overlooked for which of the following reasons?

(A) They have taken place very gradually over the years.
(B) They have proved to be more effective than old methods.
(C) They are so obvious that they are taken for granted.
(D) They have created new problems for city planners.
(E) They have decreased congestion in the cities.

11. The author mentions all of the following as methods of transportation which have become less popular with commuters EXCEPT

(A) the bus (B) the automobile
(C) the streetcar (D) subways (E) railroads

12. The passage is primarily concerned with which of the following?

(A) Various factors influencing the American city
(B) The disappearance of the streetcar
(C) The need for faster automobiles
(D) The growing network of expressways
(E) The effects of transportation changes on the city

13. According to the passage, many city planners feel that growing use of automobiles rather than public transit will result in

(A) the construction of more and more expressways
(B) the deterioration of the vital center of the city
(C) the relief of congestion in the city
(D) a decrease in commuter rail service
(E) demands for limitations on the use of automobiles

GO ON TO THE NEXT PAGE.

(This section of the test contained 5 reading passages with accompanying questions similar to the item above.)

SECTION 4

LETTER GROUPS

Directions: Each question in this section consists of five groups of letters with four letters in each group. Four of the groups have a characteristic in common which the fifth group does not have. Decide which group is different, and blacken the space on the answer sheet that corresponds to the position (A, B, C, D, or E) of your choice.

Note: The common characteristic will not be based on the sounds of groups of letters, the shapes of letters, or whether letter combinations form words or parts of words.

Sample Questions

	A	B	C	D	E
1.	NOPQ	DEFL	ABCD	HIJK	UVWX
2.	NLIK	PLIK	QLIK	THIK	VLIK

Sample Answers

1. [A] [■] [C] [D] [E]

2. [A] [B] [C] [■] [E]

In sample question 1, the letters in four of the groups are in consecutive alphabetical order, but group DEFL in column B is not; so space B has been marked in the sample answers. In sample question 2, four of the groups contain the letter L. Letter group THIK in column D is the group that is different, so space D has been marked in the sample answers.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section of the test contained 25 questions similar to the samples above.)

SECTION 5

MATHEMATICS

Directions: Each problem in this section consists of two quantities, one placed in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

A if the quantity in Column A is greater;
B if the quantity in Column B is greater;
C if the two quantities are equal;
D if the size relationship cannot be determined from the information given.

	Sample Questions		Sample Answers
	Column A	Column B	
Example 1.	20 per cent of 10	10 per cent of 20	1. [A] [B] [■] [D]
Example 2.	6 × 6	12 + 12	2. [■] [B] [C] [D]

Answer C is marked in Example 1 since the quantity in Column A is equal to the quantity in Column B. Answer A is marked for Example 2 since the quantity in Column A is greater than the quantity in Column B.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

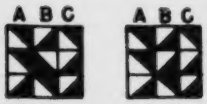
(This section contained 25 problems following the format described above.)

SECTION 6

MOSAIC COMPARISONS

Directions: This test consists of pairs of mosaics, that is, patterns of squares like those found on tiled floors or walls. Each mosaic is made up of a number of partially shaded squares. The mosaics in each pair are identical except for one square which differs in shading. The vertical columns of both mosaics are labeled A to C, A to D, or A to E according to the number of columns in the mosaic. Your task will be to locate, for each pair of mosaics, the column that contains the single square which is shaded differently. Then mark the space on your separate answer sheet that corresponds to the letter at the head of that column.

Sample Question

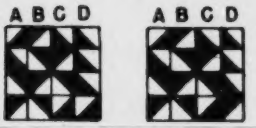
1. 

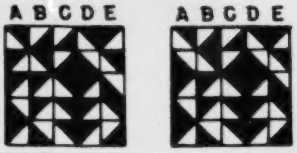
Sample Answer

1. [A] [■] [C]

In sample question 1, the right-hand and left-hand mosaics are identical except for the center square of column B, so answer space B is blackened in the sample answer.

Sample Questions

2. 

3. 

Sample Answers

2. [A] [B] [C] [■]

3. [■] [B] [C] [D] [E]

In sample question 2, the bottom square in column D is the one that is different, so answer space D is blackened in the sample answers. In sample question 3, the second square in column A is the one that is different, so answer space A is blackened in the sample answers.

There are three parts to this test. All the mosaics in a single part are the same size. During the three minutes allowed for each part, you are to work on that part only. Do not move ahead to the next part until you are told to do so. Remember only one square is different for each pair of mosaics.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section contained 116 mosaic comparisons, divided into 3 parts as follows:

Part 1 - 56 mosaics
Part 2 - 33 mosaics
Part 3 - 27 mosaics
116

O.M.B. No. 51-72009
APPROVAL EXPIRES 1-31-73

Student's School Record Information

School Name _____

School Code | | | | . | | Student Number | | |

Student's Name | | | |

6. What is the position of this student in ability groups or tracks? There are four parts to this question. Answer all parts that apply to this student.

	PART I: Did the student take courses like this during the past year? (If "Yes", answer II.)		PART II: Were ability groups or tracks used in these courses? (If "Yes", answer III and IV.)		PART III: How many ability groups were used in these courses?	PART IV: In which groups was this student placed in these courses? (Circle one number on each appropriate line.)					
	No	Yes	No	Yes	(Enter numbers.)						
Science or math courses	1	2	1	2	_____	1st	2nd	3rd	4th	5th	6th or lower
English or language courses	1	2	1	2	_____	1st	2nd	3rd	4th	5th	6th or lower
Social studies courses	1	2	1	2	_____	1st	2nd	3rd	4th	5th	6th or lower
Vocational-technical or job-training courses	1	2	1	2	_____	1st	2nd	3rd	4th	5th	6th or lower

7. Which of the following most closely describes this student's course of study?

(Circle one.)

- General 1
- Academic or college preparatory 2
- Vocational-technical:
  - Agricultural occupations 3
  - Business or commercial occupations 4
  - Distributive education 5
  - Health occupations 6
  - Home economics occupations 7
  - Trade or industrial occupations 8

8. Has this student received either of the following kinds of remedial instruction?

(If you circle 2 [under HAS RECEIVED], please circle the number of semester hours of remedial instruction the student has received.)

	Has not received	Has received	Number of semester hours					
Remedial instruction in mathematics	1	2	1	2	3	4	5	6+
Remedial instruction in reading or languages	1	2	1	2	3	4	5	6+

9. Is this student officially classified as handicapped by specialized professional personnel other than a classroom teacher?

(Circle one number and follow the directions beside the number you circled.)

	(Circle one.)	Directions
No	1	→ *Skip to Question 11.*
Yes	2	→ *Proceed to Question 10.*

(Continued from inside front cover)

tinuing their education the year after high school, blacks gave more emphasis than whites to monetary considerations and lack of a school within commuting distance.

- Of those planning to go to college the year after high school, relatively more blacks than whites planned to attend a 4-year college or university rather than a 2-year college.

Father's Education

For convenience, seniors whose fathers were not high school graduates are referred to as "low-SES students" and seniors whose fathers were college graduates as "high-SES students":

- Relatively more low-SES students reported they were in vocational or technical programs and in general programs.
- Except for vocational education clubs, low-SES students participated less in extracurricular activities.
- More low-SES students indicated that the following things interfered with their high school education: worry over money problems, lack of parental interest, courses that were too hard, family obligations, and lack of good place to study at home; but fewer cited poor teaching.
- Fewer low-SES seniors planned to go to college as their major activity the year after high school, and fewer thought they definitely had the ability to complete college.
- Of those seniors planning to attend college the year after high school, more low-SES students planned to go to a 2-year college.